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ABSTRACT

In the context of tribal colleges, accreditation is a complex issue. This study, which is a replication of a study by J. McDonald in 1982, is an examination of how the perceptions of tribal college faculty, staff, and governing board members toward the importance and impact of accreditation have changed since 1982. Surveys were administered to the presidents, full-time faculty, chief administrative officers, and governing board members at the same 14 tribal colleges that participated in the 1982 study. Responses were compared to those from 1982 using the chi-square test of independence to determine if views toward accreditation have changed significantly. Despite the changes in accreditation (such as agencies emphasizing assessment over minimum standards) and the changes in the tribal colleges since 1982, tribal college administrator, faculty, and board member perceptions and attitudes toward accreditation remain largely unchanged. Significant differences in this study were found for response patterns by ethnicity and school type (defined by the highest degree offered), but not among the different groups. Findings suggest that tribal college officials are generally satisfied with accreditation and believe in its importance and its functions. Seven appendixes contain the questionnaires for the 1982 and current studies, with supporting cover letters and followup materials. (Contains 5 figures, 43 tables, and 71 references.) (SLD)

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Tribal College and University Accreditation: A Comparative Study

by

T. Elizabeth Mennell Putman, B.A., M.A.

Dissertation

Presented to the Faculty of the Graduate School of

the University of Texas at Austin

in Partial Fulfillment

of the Requirements

for the Degree of

Doctor of Philosophy

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A Comparative Study

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Dedication

This study is dedicated to the many men and women who have made the tribal colleges and universities the success that they are.

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The successful completion of this study is due in part to the assistance received from the following people:

Each of the participating tribal college presidents who allowed his or her college to partake in this study. Thank you also to the more than 200 tribal college officials who returned their surveys.

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Tribal College and University Accreditation:
A Comparative Study

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T. Elizabeth Mennell Putman, Ph.D.
The University of Texas at Austin, 2000

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The 33 tribally controlled American Indian colleges and universities are relatively new to United States higher education. The first college was established in 1968. Currently 28 tribal colleges are fully accredited by regional accrediting agencies. Accreditation is a complex issue with tribal colleges because of their uniqueness. This study is a replication of Dr. Joe McDonald's (President, Salish Kootenai College) 1982 dissertation, "An Assessment of Accreditation Practices in Developing Indian Community Colleges Compared with Non-Indian Community Colleges in the Northwest." The purpose of this current study was to examine how tribal college faculty, staff, and governing board member perceptions toward the importance and the impact of accreditation have changed since 1982. Surveys were administered to the presidents, full-time faculty, chief administrative officers, and governing board members at the same 14 tribal colleges that participated in the 1982

study. The responses from this present study were compared to the 1982 results using the chi-square test of independence to determine if views toward accreditation have significantly changed. Despite the changes in accreditation (such as agencies emphasizing assessment over minimum standards) and the changes in the tribal colleges since 1982, tribal college administrator, faculty, and board member perceptions and attitudes toward accreditation remain largely unchanged. Significant differences for this present study were found in response patterns by ethnicity, school type (defined by the highest degree offered; Associate of Arts, Bachelor of Arts, Master of Arts), but not between the different groups (presidents, chief administrative officers, full-time faculty, and governing board members). The findings of this study suggest that tribal college officials are generally satisfied with accreditation, and believe in its importance and in its functions.

Tribal College and University Accreditation: A Comparative Study

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CHAPTER I
INTRODUCTION

INTRODUCTION

Tribally controlled American Indian colleges and universities (hereafter referred to as tribal colleges) are relatively new to United States higher education. The first college was established in 1968. Currently 33 tribal colleges exist (see Chapter II for list). The majority of the institutions are community colleges, but three grant Bachelor of Arts degrees and two grant Master of Arts degrees. These colleges are unique in that they rely primarily on the United States government for their funding. Because they are located on federal reservations, they do not have city and state tax bases similar to public schools and most community colleges. In addition, few states provide funding to these colleges.

The tribal college movement arose in the 1960s during a time of great social change for all people in the United States including American Indians. Self-determination was fundamental to the tribal college movement as American Indians gained more control of government programs and their education. Members from the first six tribal colleges founded the American Indian Higher Education Consortium (AIHEC) in 1972 (See Table 1). AIHEC provides networks for faculty, administrators, and students, legislative advocacy, and a means for faculty and staff development. It also encourages the sharing of resources among the tribal colleges (Houser, 1991). Finally, AIHEC assists in self-studies and other efforts to attain accreditation.

Table 1

Founding Tribal Colleges of AIHEC

College	Est.	Name When Founded	Location
Diné College	1968	Navajo Community College	Tsaile, AZ
Oglala Lakota College	1970	Lakota Higher Education Center	Kyle, SD
D-Q University	1971		Davis, CA
Sinte Gleska University	1971	Sinte Gleska Community College	Rosebud, SD
Sitting Bull College	1972	Standing Rock Community College	Fort Yates, ND
Turtle Mountain Comm. Coll.	1972		Belcourt, ND

AIHEC's lobbying efforts are fundamental to the success of the tribal colleges. One of AIHEC's first and greatest achievements was the passage of the Tribally Controlled Community College Assistance Act of 1978 (Public Law 95-471) which provides grants for operation and improvement to qualified (tribally chartered and controlled) colleges. The Bureau of Indian Affairs (BIA) designates qualified colleges to receive federal monies under this act. One of the BIA's stipulations for qualification is that the colleges be accredited or be making a "reasonable effort" toward accreditation.

Currently 28 of the 33 tribal colleges are fully accredited by regional accrediting agencies. Accreditation is a complex issue with tribal colleges because of their uniqueness. For example, most of the colleges' mission statements include an objective of cultural transmission, a difficult component to measure. Tribal colleges fear that accrediting agencies cannot adequately assess their missions and programs.

It was feared that, in order to receive accreditation from one of the existing regional associations, an accredited college might be forced to give up its

> unique characteristics such as flexibility in admissions and programs, teachers who lacked formal credentials, and other differences which enabled them to meet the special needs of American Indians on reservations (Oppelt, 1994, p. 33).

For this reason, AIHEC established as one of its original mission statements the desire to establish its own accrediting agency sensitive to the unique needs, skills, and values of the tribal colleges ("Teaching," 1995). This idea has never progressed beyond discussion, yet the issue of accreditation remains troublesome.

Accreditation is also emblematic of the sometimes problematic relationship of tribal colleges to the external community. Although the colleges successfully meet reservation needs, they are dependent on outside sources for legitimacy, funding, and personnel (especially faculty). This can leave the colleges vulnerable to the holders of the resources and reduce their control of internal processes (Belgarde, 1994). This represents a cultural conflict as the tribal colleges attempt to maintain their identity while meeting externally imposed requirements. Therefore, they are attempting to meet two sets of expectations: those of the Indian community and those of external organizations.

PURPOSE OF THE STUDY

The purpose of this study was to assess how the views of tribal college administrators, faculty, and governing board members have changed toward accreditation since 1982. McDonald's 1982 study will serve as the comparison

model[1]. Surveys were administered to the faculty, staff, and board members at the same tribal colleges that participated in the 1982 study. The responses were compared to the 1982 results to see how their views toward accreditation have changed. The original 1982 survey was a modification of one administered by the Northwest Association of Schools and Colleges to its 125 accredited institutions as of January 1, 1976 (Warner, 1978). The primary purpose of the 1982 study was "to administer appropriate elements of the instrument utilized by the Warner Study to the tribal community colleges to determine their perceptions of the effects of accreditation on their institutions" (McDonald, 1982, p. 5).

In the 1982 study, three additional items were added to the questionnaire to address issues specific to tribal colleges. "The three items were to assess how the tribal colleges felt about the present accreditation process, whether or not they should develop an Indian college accrediting agency, or whether or not the Bureau of Indian Affairs should become the tribal college accrediting agency" (McDonald, 1982, p. 5). As the third question was answered with a nearly unanimous "no" in the 1982 study and would likely be answered the same today, it was replaced by a question to assess whether an Indian accrediting agency would replace or complement the regional accrediting associations.

[1] The study was completed in 1982, but the questionnaires were administered in Fall, 1980.

SIGNIFICANCE OF THE STUDY

Many items significant in the 1982 study were significant to this present study. McDonald (1982) stated that the results of his study "can be utilized by the regional accrediting associations in modifying accreditation standards, assigning and training visitation team members, and . . . when considering tribal institutions" (p. 6). The tribal colleges can use the results to see how their faculty, staff, and governing board members view the accreditation process, and how responses differ between America Indians and Anglos, and between groups (presidents, faculty, administrative officers, and board members). The tribal colleges and AIHEC can use the results to determine if the regional accrediting associations are adequately meeting tribal college needs, or if they should form their own accrediting association. The additional value of this study is that it provides a means of comparison between how tribal college administrators, faculty, and board members perceived the impacts of accreditation in 1982, when the colleges were new and few were accredited, to today when the colleges are established and most fully accredited.

HYPOTHESES

Twenty-five hypotheses were tested. A complete listing can be found in Chapter III. The hypotheses were designed to focus on the following questions:

1. How do tribal college administrators rate the importance of various accreditation functions?

2. Is specialized accreditation or institutional accreditation more important to tribal colleges?
3. What is the impact of accreditation on tribal colleges?
4. Does accreditation accurately monitor non-traditional education?
5. What is the involvement of tribal college governing board members in the accreditation process?
6. How acceptable are alternatives to private, voluntary accreditation?
7. How acceptable are changes to the accreditation process?
8. Is accreditation meeting the tribal college needs?

LIMITATIONS

- Of the 33 tribal colleges, only 14 participated in the study. The participating colleges were chosen because they participated in the 1982 McDonald study. As the primary purpose of this study was to assess how the views of tribal college officials have changed toward accreditation since 1982, it made sense to include only these colleges for comparison purposes. For the most part, the participating colleges were the more established tribal colleges. Therefore, this study may not provide an accurate view of tribal college officials' perceptions toward accreditation at the more recently established tribal colleges.
- Because tribal colleges are small and new institutions, they are the most likely to benefit from accreditation as "accreditation has an extraordinary record of improving new or small institutions" (Wolff, 1993, p. 23). Therefore, this study

may not apply to larger, more established and/or non-tribal institutions.

- The type and amount of experience with the accreditation process varies among participants. Some of the participants may have limited experience with the accreditation process, and therefore may not have enough knowledge to assess accurately the effects of accreditation on their institution.

GENERAL PROCEDURES

For comparison purposes, the same colleges surveyed in the McDonald study were included in this study. As was done in the original survey, four groups of people received questionnaires. The participating groups were Presidents, Chief Administrative Officers (Vice Presidents and Deans), Full-Time Faculty, and Governing Board members. These people were selected because they are the most likely to participate in the accreditation process. Members of each of the four groups received slightly different questionnaires in order to increase the total number of issues examined without increasing the burden on each participant. In addition, participants were surveyed on the aspects of accreditation with which they are most involved. The questionnaires were similar to those used in the 1982 study which were modified versions (tailored specifically to the tribal colleges) of those used in the 1978 Warner study.

DEFINITION OF TERMS

Accreditation - "A process by which a higher education institution is periodically submitted to an overall or partial evaluation of its educational activity. The aim of this

evaluation is to determine whether and how the educational objectives of the institution are achieved" (Sterian, 1992, p. 1).

American Indian Higher Education Consortium (AIHEC) - Cooperatively sponsored by member institutions to provide networks for faculty, administrators, and students, in addition to legislative advocacy, fundraising, and faculty and staff development (Houser, 1991).

American Indian - "Any individual who self-identifies as an American Indian or Alaska Native and who is determined by his [or her] tribe to be a fully enrolled tribal member" (Champagne, 1994, p. 1209).

Bureau of Indian Affairs (BIA) - "A federal agency charged with the trust responsibility for tribal land, education, and water rights" (Champagne, 1994, p. 1203).

Chief Administrative Officers - The group of administrators whom report directly to the president; generally vice-presidents and deans.

North Central Association of Colleges and Schools - "A not-for-profit, voluntary, membership organization of elementary, secondary and postsecondary institutions, founded in 1895, and committed to the improvement of education through evaluation and accreditation" ("Accreditation of Higher Education," 1999, p. 4).

Northwest Association of Colleges and Schools - "A voluntary, nongovernmental organization for the improvement of education institutions and for the development of better working relationships among schools and postsecondary institutions"

("Accreditation Handbook," 1999, p. 2).

Reservation - An allotment of land designated by the U.S. government for use and occupation by a group of American Indians. Reservations are sovereign, meaning "tribes enjoy a direct government-to-government relationship with the U.S. government wherein no decisions about their lands and people are made without their consent" ("Frequently Asked Questions," 1999). In addition, the states in which reservations are located have little authority over them.

Tribally controlled college or university (tribal college) - A college chartered and controlled by an Indian tribe(s). However, a few colleges that do not meet this criterion are considered tribal colleges. See below for further explanation.

Tribe - "Originally, an Indian Tribe was a body of people bound together by blood ties who were socially, politically, and religiously organized, who lived together in a defined territory and who spoke a common language or dialect. The establishment of the reservation system created some new tribal groupings when two or three tribes were placed on one reservation, or when members of one tribe were spread over two or three reservations" ("Frequently Asked Questions," 1999).

Warner Study - A survey administered by the Northwest Association of Schools and Colleges to its 125 accredited institutions as of January 1, 1976. The Warner study served as the model for McDonald's 1982 study.

CHAPTER II
REVIEW OF RELATED LITERATURE

TRIBAL COLLEGES

"[Tribal colleges] have triumphed, emerged as the century's most significant advancement in Indian education" (Wright, 1987, p. 32).

Thirty-three tribal colleges are located in the United States in 12 western and midwestern states (see Table 2). Sixteen are located in the three states of Montana, North Dakota, and South Dakota. They are new institutions. The oldest, Diné College, was chartered in 1968 and the newest, White Earth Tribal and Community College, offered its first class in October 1997. Tribal colleges are small institutions with enrollment ranging up to 2,000.

Approximately 25,000 American Indians attend tribal colleges. Most students are female and average 30 years of age with 2.8 dependents. However, enrollment of younger students is increasing at the more established schools (Brescia, 1991). Generally, tribal college students are the first in their families to seek higher education. Many previously attended non-Indian colleges. Eighty-five percent of the students live in poverty, making the $1,900 average tuition a financial burden.

Four types of tribal colleges have emerged ("Tribal Colleges: Past to Present," 1999):

- 28 tribal colleges are "Tribally Controlled Community Colleges," created and chartered by one or more federally recognized Indian tribes.

Table 2 Tribal Colleges and Universities

1. Bay Mills Community College
Brimley, Michigan

2. Blackfeet Community College
Browning, Montana

3. Cankdeska Cikana (Little Hoop) Community College
Fort Totten, North Dakota

4. College of the Menominee Nation
Keshena, Wisconsin

5. Crownpoint Institute of Technology
Crownpoint, New Mexico**

6. D-Q University
Davis, California+

7. Diné College (formerly Navajo Community College)
Tsaile, Arizona

8. Dull Knife Memorial College
Lame Deer, Montana

9. Fond du Lac Community College
Cloquet, Minnesota

10. Fort Belknap College
Harlem, Montana

11. Fort Berthold Community College
New Town, North Dakota

12. Fort Peck Community College
Poplar, Montana

13. Haskell Indian Nations Univ.
Lawrence, KS+**•

14. Institute of American Indian Arts
Santa Fe, NM+**

15. Lac Courte Oreilles Ojibwa Community College
Hayward, Wisconsin

16. Leech Lake Tribal College
Cass Lake, Minnesota

17. Little Big Horn College
Crow Agency, Montana

18. Little Priest Tribal College
Winnebago, Nebraska

19. Keweenaw Bay Community College
Baraga, MI***

20. Medicine Creek Tribal College
Tacoma, WA****

21. Nebraska Indian Community College
Niobrara, Nebraska

22. Northwest Indian College
Bellingham, Washington

23. Oglala Lakota College
Kyle, South Dakota ••

24. Salish Kootenai College
Pablo, Montana •

25. Sinte Gleska University
Rosebud, South Dakota ••

26. Sisseton Wahpeton Community College
Sisseton, South Dakota

27. Si Tanka Community College (formerly Cheyenne River)
Eagle Butte, South Dakota

28. Sitting Bull College
Fort Yates, North Dakota •

29. Southwestern Indian Polytechnic Institute
Albuquerque, NM+**

30. Stone Child Community College
Box Elder, Montana

31. Turtle Mountain Community College
Belcourt, North Dakota

32. United Tribes Technical College
Bismarck, North Dakota+**

33. White Earth Tribal and Community College
Manhomen, Minnesota***

+Not located on a reservation
**Does not receive funds under the Tribally Controlled Community College Assistance Act
***Affiliate member of AIHEC
****Not a member of AIHEC
•Offers Bachelor of Arts degree
•• Offers Master of Arts degree

- Two are "Tribally Controlled Vocational Technical Institutions" (Crownpoint and United Tribes), chartered by one or more federally recognized Indian tribes.
- Two are owned and operated by the Bureau of Indian Affairs (Haskell Indian Nations University and Southwestern Indian Polytechnic Institute).
- One is Congressionally chartered and governed by a presidentially appointed board of trustees (Institute of American Indian Arts).

The majority of tribal colleges are officially chartered by a tribal council and governed by a board with a majority of Indian members. This local control enables tribes to meet the unique academic and cultural needs of the communities they serve (Wright, 1987). Most tribal colleges are community colleges, but three grant Bachelor of Arts degrees and two grant Master of Arts degrees. Tribal college mission objectives include enhancing tribal culture, providing vocational, general or transfer education, continuing education, and serving the tribe (Oppelt, 1984; Wright, 1987).

Historically, American Indians are the most underrepresented minority in higher education, and the least educated ethnic group in America. Six percent of American Indians earn a college degree compared with 7% Hispanic, 12% African Americans and 23% Anglo Americans (Wright, 1991a). American Indians also have high college dropout rates of 65%-85%. Most American Indians attend public colleges where they are often an "invisible minority" due to their small population. "Mainstream" institutions of higher education often do not meet American Indians'

higher educational needs. Tribal colleges provide a unique alternative for American Indian students seeking higher education.

Understanding the history of the tribal college's emergence is vital to the understanding of their impact on American Indian higher education. The history of American Indian higher education is one of cross-cultural conflict on college campuses (Wright, 1991a). It is the story of the U.S. federal government attempting to assimilate American Indians while Indians have attempted to maintain their cultural integrity. For the most part, European American attempts to educate Indians during the colonial period were a failure. From the time of European arrival in the Americas, they went to great efforts to "civilize" American Indians through assimilation and Christianity. Education was the primary tool for assimilation and missionary efforts.

The charters of several colonial colleges included sections pertaining to educating American Indians. In reality, few American Indians attended these schools, and the stated mission was a ploy to gain financial support from the English who eagerly supported educating the "heathens" in this "new" land (Wright, 1988). For the few American Indians who did attend the colonial colleges, the culture shock was so great that they rarely completed a degree. The one American Indian graduate of seventeenth century Harvard, Caleb Cheeshateaumuck, died shortly after his graduation (Wright, 1991a).

In 1612, the Virginia Company endowed the College for the Children of the Infidel with 1,000 acres seized from the Indians at Henrico. A native uprising in 1618 terminated this plan, and most of the funds for the school were diverted to the company's own economic programs. The 1636 charter of Harvard College provided for the "education of the English and Indian youth." Harvard Indian College opened in 1656, but did not house its first Indian student until 1660. In fact, in four decades it housed only four Indian scholars. "The professed interest in educating Indians at Harvard merely concealed the intention to use the Indian cause to exact English funds for the survival of the colonists' college" (Wright, 1988).

William and Mary's history of educating Indians was similar. Its 1693 charter spoke of educating Indians, yet none enrolled for the first 50 years of its existence. William and Mary even constructed a school building for non-existent Indian students. Once more, the putative school was a means of obtaining English financial support.

In 1754 Eleazar Wheelock established Moor's Charity School for Indian students which operated for nearly a century. This school was unique not only for educating Indians, but also for admitting women in 1761 (Oppelt, 1990). This school educated as many as 150 Indians at a time. However, Wheelock appeared to lose his commitment to Indian education when he used English funds, presumably intended for the education of Indians, to fulfill his dream of establishing Dartmouth College.

The colonial colleges' efforts to educate Indians failed for many reasons. One was that the colleges introduced many foreign concepts such as guilt, sin, fear of

death, individual perseverance, distrust of other people, and rigid discipline (Wright, 1991b). However, perhaps the most important force that condemned these colleges' efforts to failure was the intense cultural conflict. This was the result of European American motivation for providing education. "In assuming their missionary charge, colonists viewed education as a primary means not only to Christianize Indians, but also to civilize and remake them in the image of the European" (Wright, 1995).

In the late eighteenth and early nineteenth centuries, many treaties between the U.S. and American Indians provided for Indian education in exchange for Indian lands. The first of these treaties was in 1794 with the Tuscarora, Oneida, and Stockbridge Indians. The U.S. government never upheld the educational commitments of this and numerous subsequent treaties. The first Indian education federal aid of any significance was in 1819 when $10,000 was granted for Indian education and "civilization" (Oppelt, 1990).

The Choctaw Academy in Kentucky was the first and one of the most successful schools administered jointly by an Indian tribe, a church, and the federal government. After 20 years in service, the school closed in 1845 due to lack of support. This was perhaps the most significant and successful higher level Indian school founded in the first half of the nineteenth century. Another of the Five Civilized Tribes, the Cherokee, was educated in male and female seminaries that opened in 1851 in Oklahoma. They closed in 1909, two years after Oklahoma gained statehood.

The opening of Carlisle Indian School in Pennsylvania in 1879 established the pattern of off-reservation boarding schools that became the predominant institution in federal Indian education for the next 50 years. The purpose of this and other boarding schools was complete assimilation--to "kill the Indian, save the man." The children were taken from their homes in the West, moved to a foreign climate, forced to dress and wear their hair in European styles, eat unfamiliar foods, and strictly forbidden to speak their native languages. The "education" that took place was in the agricultural, industrial and domestic areas, not higher academic study. In essence, the students received training to become farmers, mechanics, and housewives (Wright, 1991a).

Therefore, American Indians did not look favorably upon European-American imposed education because it clearly had ulterior motives. "For three centuries the dominant society saw education for Indians as a route to assimilation and control. From the first attempts to teach Indians the catechism in the 17th century, education worked to pull Native Americans away from their own cultures and make them productive laborers" (Boyer, 1989-1990, p. 27).

The twentieth century was a time of change as the United States began to recognize the inadequacies of governmentally imposed Indian education. In 1928 the government issued a paper, "The Problems of Indian Administration," known as the Meriam Report for its major author. This report focused attention on the poor state of Indian programs and education. It was also critical of off-reservation boarding schools and the absence of Indian involvement in planning the federal schools.

Finally, it recognized that Indians had the lowest educational level of any ethnic group in the U.S. (Oppelt, 1990).

The Indian Reorganization Act (IRA) of 1934 provided loans for American Indians to obtain postsecondary education. Also increasing the number of American Indians in higher education was the Government Issue (GI) Bill following World War II, which provided the opportunity for veterans, including American Indians, to attend college.

The 1960s were a time of great social change in the United States for all minorities, including American Indians. During this period, American Indians gained more control over their education and other government programs. The 1969 Senate Subcommittee Report on Indian Education, entitled "Indian Education: A National Tragedy - A National Challenge," called attention to the under-representation of American Indians in higher education and found that education of American Indians was "a failure of major proportions" (p. xi). For example, only 18% of federal Indian school students attended college, while the national college attendance average was 50%. Moreover, of those American Indians who attended college, only 3% graduated; a significantly lower rate than the 32% graduation rate for all ethnic groups. In part due to this report, the Indian Self-Determination and Education Assistance Act of 1975 allowed Indian tribes to assume control over the education of their communities for the first time since the arrival of the Europeans. "The advent of the tribally controlled college in the 1960s was the response of American Indian people to years

of cultural, educational and racial suppression perpetrated on them by an unrelenting dominant society" (Stein, 1992, p. 89).

The first higher education institution created by American Indians for American Indians on a reservation was Diné College (formerly Navajo Community College). Chartered in 1968, Diné College began offering classes in 1969. In 1971, it received significant federal support through the Navajo Community College Assistance Act (Public Law 89-192), which provided for operating costs based on the number of American Indian full-time equivalent students enrolled. The basis for this act was the belief that federally supported education was a treaty right. This was a milestone in setting the precedent for direct federal funding of American Indian controlled higher education (Oppelt, 1984). This important step in self-determination for American Indian higher education was the impetus for the creation of more tribal colleges.

In 1972, members from the first six tribal colleges founded the American Indian Higher Education Consortium (AIHEC). AIHEC is cooperatively sponsored by the tribal colleges to assist with legislative advocacy, faculty and staff development, funds acquisition, and research. AIHEC also serves as a liaison between tribal colleges and accrediting associations. AIHEC's lobbying efforts are instrumental to the success of the tribal colleges.

One of AIHEC's first and greatest achievements was lobbying for the Tribally Controlled Community College Assistance Act of 1978 (Tribal College Act) (Public Law 95-471), the first piece of educational legislation written and successfully

lobbied through Congress by American Indians. This act provides grants for operation and improvement to qualified (tribally chartered and run) colleges. The grant amount is based on the number of academic credits generated by each American Indian student (comparable to the notion of full time equivalent students), known as the Indian Student Count (ISC). The total amount appropriated by Congress is distributed among tribal colleges based on their ISC. The bill was in danger of elimination when, in 1983, President Reagan vetoed its reauthorization thinking it unwise to set a precedent of federal responsibility for support of American Indian higher education (Wright, 1987). After additional lobbying, Reagan reauthorized the Act.

Since the inception of the tribal colleges, their history has been one of chronic underfunding. This is perhaps the greatest obstacle to the establishment and development of the tribal colleges. Most public two year colleges receive significant funding from property taxes and state appropriations (Oppelt, 1984). This is not the case for tribal colleges, as federal reservation land is tax-exempt, and most states consider it the responsibility of the federal government to support tribal colleges. Therefore, tribal colleges are reliant on federal funding as their major source of income.

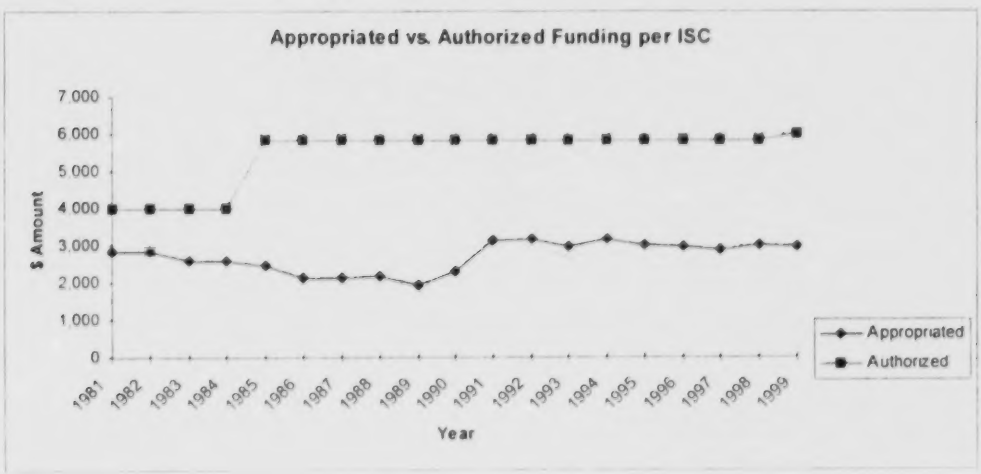
The effect of the Tribally Controlled Community College Assistance Act is minimized because the amount appropriated has never equaled the amount authorized (see Table 3, Figure 1). In fact, the amount appropriated has never risen above 71% of authorized funding and, in 1989, it was only 33% (McDonald & O'Donnell, 1994-1995). In addition, the amount authorized remained flat at $5,820 per ISC from fiscal

Table 3

Appropriated vs. Authorized Funding per Indian Student Count

Fiscal Year	Appropriated	Authorized
1981	2,831	4,000
1982	2,816	4,000
1983	2,601	4,000
1984	2,576	4,000
1985	2,459	5,820
1986	2,111	5,820
1987	2,144	5,820
1988	2,159	5,820
1989	1,927	5,820
1990	2,311	5,820
1991	3,117	5,820
1992	3,177	5,820
1993	2,974	5,820
1994	3,178	5,820
1995	2,992	5,820
1996	2,972	5,820
1997	2,861	5,820
1998	3,017	5,820
1999	2,964	6,000

Figure 1



year (FY) 1985 to FY 1998, only increasing to $6,000 in FY 1999. Clearly, the authorized amount is not keeping up with inflation. The amount appropriated has never risen above $3,178 per ISC, approximately half of what public community colleges receive per FTE student. In 1995, $2,900 was allocated per American Indian tribal college student while $6,200 was allocated to students at other public community colleges (Wright, 1995). As reported by the Carnegie Foundation for the Advancement of Teaching, "The harsh truth is, however, that federal support has been woefully insufficient: it simply has not kept pace with the rate of growth in the tribal colleges, or with their most basic needs" ("Tribal Colleges," 1989, p. 70).

Another important shortfall of the Tribally Controlled Community College Assistance Act is that it does not provide funding for non-American Indian students. Because the funding is based entirely on the ISC, tribal colleges receive no federal money for non-American Indian students who make up as much as 25% of the student population at some colleges (Houser, 1991). Since most of these schools do not receive state funding, the tribal colleges do not receive any operating funds for educating these students. Although they pay tuition, it covers only about one-fifth of the cost of educating them (Houser, 1991).

Gaming revenue has had a minimal impact on the tribal colleges.[2] Gaming is not a major source of revenue for American Indians. "Only a quarter of federally recognized tribes operate casinos, and less than 9% earn enough to provide direct

[2] The Indian Gaming Regulatory Act of 1988 (PL-497) formally recognized the right of Indians to conduct gaming operations on their reservations.

payments to members" (NCSL, 1998 in "Tribal College Contributions," 1999, p. 15). Gaming tribes do not share their revenue with non-gaming tribes just as gaming states do not share their revenue with non-gaming states. Only five tribal colleges have received gaming revenue income.

In response to insufficient funding from state and federal governments, AIHEC created the American Indian College Fund (AICF) which is the fund-raising arm for the tribal colleges. Founded in 1985 and formally organized in 1988, AICF's mission is to raise private support for scholarships, endowments, and public awareness. AICF has also established two endowment funds with the help of matching grants from private foundations. In 1998, AICF disbursed $4,000,000 for scholarships, endowments, and other programs (Cournoyer, 1998). Three million of this amount was scholarship money which is issued to the member institutions for distribution to individual students selected by the colleges themselves.

In addition to receiving private funds through AICF, many of the colleges have begun their own fund-raising efforts. However, philanthropic organizations and foundations have been slow to recognize and acknowledge the value of tribal colleges because of their small size and apparent lack of national impact (Houser, 1991). Corporate donors have also been hesitant to make donations since they generally give to areas where plants or businesses are located, few of which are on reservations. However, some foundations are beginning to recognize the importance of the colleges, including the Kellogg Foundation which, in 1997, pledged $22.2 million to the colleges over the next five years. Other recent contributors include Bill and

Melinda Gates Foundation, David and Lucile Packard Foundation, Coca-Cola Foundation, and Lilly Endowment.

In addition to foundation gifts, the Equity in Educational Land Grant Status Act also provides funding. President Clinton signed the bill on October 20, 1994, as a rider to the Elementary and Secondary Education Reauthorization Act. The purpose of this bill is to allocate the same level of resources per student as the existing Land Grant Colleges receive. As 75% of American Indian land is used for agriculture, and 15% for forestry, land grant status was a natural fit. The Act also provides accessibility and service to the communities just as the original Land Grant act did. The specific allocations of this bill include:

1) Authorization to receive interest from an endowment fund authorized at $4.6 million a year. (This is in lieu of a grant of land which was allocated to the original Land Grant institutions);
2) $5 million in annual agricultural extension funding (cooperative efforts with existing Land Grant institutions) awarded on a competitive basis;
3) $1.7 million in institutional capacity building grants awarded on a competitive basis;
4) $1.45 million in annual $50,000 payments to each institution for instruction in food and agricultural sciences;
5) For fiscal years 1999 through 2002, the colleges can compete for applied research grants in agriculture (Inouye, 1993; "Tribal College Contributions," 1999).

Although this is a significant amount of money, the appropriated amount has never equaled the authorized amount. For example, in FY 1999, item #2's appropriation level was $3 million below the authorized amount ("Tribal College Contributions," 1999).

AIHEC also lobbied for the "White House Initiative on Tribal Colleges & Universities" Executive Order that was issued on October 21, 1996. Similar to the executive orders created for historically Black colleges and universities (1980) and Hispanic serving institutions (1990), the purpose of this order is to direct federal agencies to create new partnerships and strengthen existing relationships with tribal colleges (Ambler, 1996-1997). Goals include ensuring that tribal colleges gain accreditation, increasing access to federal resources, and promoting native languages and culture (Haworth, 1996). A fifteen member presidentially-appointed board of advisors oversees the progress made by the federal agencies toward fulfilling the purposes and objectives of the order. Although this initiative does not provide new funds, the hope is that it will eventually result in funds for facilities and basic operating expenses. It also marks further recognition by the federal government of the significance of the tribal colleges.

Despite the reluctance of external organizations to support tribal colleges, the tribal college movement is powerful because the preservation and transmission of tribal culture are central to the mission of each college. "Each tribal college's mission clearly states that it will preserve, enhance, promote, and teach its tribe's culture and language" (Krumm, 1995, p. 4). After hundreds of years of suppression, it is of great

importance to reinforce the value and relevance of each tribe's history and culture. The emphasis on tribal culture helps students understand that these beliefs and practices have value and relevance in today's society.

Tribal culture is fundamental to the curriculum of each college. Most colleges offer distinct programs in American Indian studies that focus on local tribal culture, language, and history. Tribal colleges strive to make their curricula fully reflective of their culture. One challenge in meeting this goal is the lack of textbooks; so the colleges have published many of their own materials. Despite this obstacle, the tribal colleges have successfully incorporated their respective cultures into their curricula.

The curriculum emphasizes cultural appropriateness not only in content but also in style. Although American Indian studies is offered as a major at most of the colleges, all fields of study emphasize American Indian culture. For example, at D-Q University, science courses begin with the Aztec calendar as opposed to western theories (Boyer, 1989-1990). In a business class in a South Dakota tribal college, a professor presented the "Manager as Warrior," matching seven essential Lakota values with the values of the modern business world. These values corresponded to the values in Seven Habits of Highly Effective People (Boyer, 1997). In addition to curricular content, the method of instruction is culturally appropriate as it uses cooperative and experiential learning, and a holistic methodology.

Tribal culture is also important to the administrative structure, philosophy of teaching, and management style of each college. "Management styles, personal and professional relationships, and patterns of institutional communications are

necessarily grounded in the values and experiences of [the] tribes. [The] colleges make decisions, and communicate them in ways which fit with the ongoing lives of [their] communities" (Bordeaux, 1989, p. 4). Therefore, tribal culture is interwoven throughout every aspect of these colleges.

This inclusion of tribal culture in all aspects of the operation of tribal colleges is one of the reasons for their success, a success remarkable in light of the challenges they face. Reservations are rife with social problems including high unemployment rates, poverty, poor health care, and low life expectancy (Boyer, 1989-1990). Most reservations are rural and isolated with poor road systems and extreme climatic conditions (Stein, 1992). In addition to external challenges, the colleges have poor physical facilities, inadequate libraries, unsatisfactory faculty and staff development, high turnover of faculty and top administrators, and insufficient financial support.

The students face many challenges as well. Financial support is one of their greatest needs, as 98% qualify for need-based financial aid (Brescia, 1991). "The financial problem is intensified because native students tend to be older than traditional age, most have families and many are single heads of households" (Wright, 1991a, p. 6). Many also need childcare and transportation. In addition, many students are inadequately prepared for college from an academic standpoint. Finally, some students also face indifference or even hostility from their families as their pursuit of higher education may be perceived as desertion, and as putting their interests ahead of those of their family (Stein, 1992).

Despite major obstacles, many of which are a result of underfunding, the tribal colleges are successful. One of the foremost contributions of tribal colleges is providing higher educational opportunities for American Indians and non-Indians for whom college would otherwise be inaccessible. "These institutions have been instrumental in increasing the enrollment and degree attainment among a group of students who in the past, would have been reticent about pursuing a post secondary degree" (Pavel, 1993, p. 225). Although tribal colleges educate only 15% of American Indians in higher education, the number is significant for small reservation populations. For example, in 1990, 500 members of the 5,400 Flathead nation attended Salish Kootenai College (Boyer, 1989-1990).

In addition, many tribal college students are unable to complete a degree at an off-reservation school, and would not continue their education unless provided the opportunity to attend closer to home. Others would never attempt to leave the reservation to obtain higher education. These schools provide important skills which in many cases lead to on-reservation employment. They also provide courses easing the transition for students who wish to continue at four-year schools.

One of the greatest areas of achievement is in student outcomes. Approximately 90% of American Indian students who leave the reservation to attend college drop out before completing a degree (Pierce, 1996). This is attributed to pressure from home to fulfill family obligations, the competitive environment of higher education, inadequate academic preparation, financial difficulties, lack of supportive counseling, and culture shock (Hill, 1995; Wright, 1991a). Tribal colleges

successfully address many of these areas. Most important is the incorporation of tribal culture in all aspects of education. "Perhaps more than any other factor related to institutional climate, cultural conflict can affect American Indian and Alaska Native participation and academic success in higher education" (Wright, 1991a, p. 8). This is evident in the fact that many native students would not consider dropping out as a mark of failure if continuing in school meant forsaking cultural identity (Wright, 1991b).

One of the reasons tribal colleges are successful is because they encourage students to embrace their cultural identity. The student success rate is apparent in the numbers. Thirty-five percent of American Indian students entering tribal colleges graduate and transfer to non-Indian schools, and another 53% find a job after leaving tribal colleges. This equals an 88% success rate (Pierce, 1996). American Indian students who complete a two-year degree at a tribal college complete four-year degrees at a senior institution at a 75% greater success rate than American Indians who go directly to four-year institutions (Stein, 1992). "The tribal college is the most effective institution for launching first-generation American Indian students on the successful pursuit of higher education" (Stein, 1992, p. 95). In a time when retention, especially of minorities, is a critical issue, tribal colleges are meeting American Indian higher educational needs.

Tribal colleges clearly fill an important niche in the American Indian higher education community and the American Indian community at large. With the control of their education in their own hands and the ability to incorporate tribal culture into

the colleges, tribal colleges are successfully able to meet the unique needs of reservation populations. They have also overcome more than twenty-five years of financial instability, proving their resiliency. Although tribal colleges have sometimes found the accreditation process problematic, they have sought to attain accreditation because of the benefits it brings.

ACCREDITATION

"Accreditation is a process by which a higher education institution is periodically submitted to an overall or partial evaluation of its education activity. The aim of this evaluation is to determine whether and how the educational objectives of the institution are achieved" (Sterian, 1992, p. 1). In the United States, private, non-governmental organizations perform accreditation. This is unique because in most other countries the national government controls and monitors higher education. Ministries of Education often fill this role by authorizing education programs, setting educational standards, and establishing regulations for enforcing these standards. The U.S. system developed into its current method due to higher education's strong resistance to government control, and a well-organized system of voluntary accreditation.

The accreditation movement began in the United States more than 100 years ago with the purposes of "setting some standards regarding collegiate education and to bring order into the process of movement from high school to college" (Harcleroad, 1990, p. 3). The first approved list of collegiate institutions was published in 1913. Accreditation has significantly evolved from its early days. Some

of its more recent developments are described below. Currently, the primary purposes of accreditation are to foster excellence, to encourage improvement, and to provide public certification of acceptable institutional quality.

The two types of accreditation are institutional and specialized. Institutional accreditation evaluates an entire institution including all of its activities and programs including mission, financial resources, governance, student services, library, buildings, faculty and staff relations, achievements, and student learning ("What is Accreditation?," 1999; Lenn, 1990). Specialized or program accreditation evaluates particular units, schools, or programs within an institution. Institutional accreditation is the primary focus of this study.

Institutional accreditation is extremely important to institutions for a number of reasons. Private philanthropic groups often look to accreditation as an eligibility standard when distributing funds. Accreditation also assists with eligibility for transferring degrees and credits to other institutions, although it does not guarantee it. "Accreditation is a key concern for all colleges and universities. With it, student credits are more readily transferable, federal student loans are available and, of equal importance, the institution is more likely to be accepted as a legitimate member of the American higher education community" (Boyer and Thrash, 1994, p. 29).

Six regional accrediting associations (also called agencies or bodies) are responsible for institutional accreditation: Middle States, New England, North Central, Northwest, Southern, and Western. The focus in this study will be on the Northwest and North Central accreditation associations because all of the tribal

colleges in this study are located within these regions. Both North Central and Northwest have a single commission for all higher education institutions unlike some of the other regional accrediting associations that have one commission for community colleges and another for four-year universities.

The North Central Association of Colleges and Schools (NCA) is a "not-for-profit, voluntary, membership organization of elementary, secondary and postsecondary institutions . . . and [is] committed to the improvement of education through evaluation and accreditation" ("Accreditation of Higher education," 1999, p. 4). NCA is organized into two Commissions: the Commission on Institutions of Higher Education and the Commission on Schools. Founded in 1895, NCA is the oldest of the accrediting associations. It is also the largest, serving the 19-state region of Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, and Wyoming.

The Northwest Association of Schools and Colleges (NASC) is a "voluntary, nongovernmental organization for the improvement of education institutions and for the development of better working relationships among schools and postsecondary institutions" ("Accreditation Handbook," 1999, p. 2). NASC is also organized into two commissions: the Commission on Colleges and the Commission on Schools. Founded in 1917, NASC serves the seven-state region of Alaska, Idaho, Montana, Nevada, Oregon, Utah, and Washington.

Institutions may be affiliated with these regional accrediting associations "in either of two ways: by gaining and maintaining accredited status; or by gaining and maintaining candidacy" ("Accreditation of Higher education," 1999, p. 7). Candidacy means that an institution has the potential to achieve, and is progressing toward, accreditation. However, candidacy does not assure accreditation. The maximum length of candidacy is four years for NCA and is five years for NASC. Both NCA and NASC reaffirm accreditation through a comprehensive evaluation five years from initial accreditation. After this appraisal, comprehensive evaluations occur not more than 10 years apart.

The accreditation process takes place in four stages:

1. Institutions undertake a self-study and self-evaluation.
2. A team of evaluators from the accrediting association visits the institution.
3. The evaluators review the information.
4. The evaluators make an accreditation decision.

The areas evaluated in these stages include: the institution's mission statement, the adequacy of resources, whether the institution is accomplishing its purposes and can continue to do so, and a demonstration of integrity (Boyer and Thrash, 1994).

Although accrediting associations are private, nongovernmental entities, they have an important link to the national government.

> The U.S. Secretary of Education maintains a list of accrediting bodies determined by the Secretary to be 'reliable authorities as to the quality of training offered by educational institutions and programs.' The Secretary's list

serves as a basis of determining eligibility for participation in federally funded programs, including student aid. To appear on the list, an accrediting body must demonstrate its compliance with a series of criteria established by the Secretary in accordance with the Higher Education Act ("Accreditation of Higher Education," 1999, pp. 21-22).

This relationship between accrediting associations and the Department of Education began as a result of the Veterans' Readjustment Act of 1952. Passed to continue the benefits of the G.I. Bill, aid was available to students only at institutions accredited by recognized accrediting bodies. The national government "came to rely more and more on the findings of voluntary, private associations for decisions about government activities" thus making accreditation associations quasi-governmental (Harcleroad, 1990, p. 2). "Some regional accreditors and campus officials say they regret that accreditation was ever linked to the federal financial-aid program. They say the connection has changed the nature of what accrediting groups were created to do: to work with colleges to help them to improve and meet their goals, not to audit and regulate them" (Leatherman, 1992, p. A15).

Regional and specialized accrediting associations are recognized not only by the Department of Education, but also by the Council for Higher Education Accreditation (CHEA), a national, nongovernmental organization. Formed in 1996, CHEA is responsible for "accrediting the accreditors," lobbying for accreditation, and advocating for the accreditation process. The mission statement of CHEA is to "serve students and their families, colleges and universities, sponsoring bodies,

governments, and employers by promoting academic quality through formal recognition of higher education accrediting bodies and [to] coordinate and work to advance self-regulation through accreditation" ("Council," 1999, p. 2).

A national body to recognize accrediting bodies has existed since 1949. In 1975, the Council on Postsecondary Accreditation (COPA) was formed from the merger of two national accrediting bodies in order to recognize, coordinate, and review the work of postsecondary accrediting bodies. In the early 1990s, COPA, and accreditation in general, came under fire. During this period, the government attempted to regulate accreditation, and many university representatives expressed their dissatisfaction with the accreditation process.

Because of COPA's ineffectiveness in overcoming this dissatisfaction and as a lobbying group, it voted to disband in 1993. The Commission on Recognition of Postsecondary Accreditation (CORPA) was formed in 1994 to continue the recognition process performed by COPA. With CORPA acting only as a recognition body but not providing a national voice for accreditation, or coordinating accrediting bodies, a gap was created that university officials feared would be filled by the government. Therefore, 23 college presidents formed the Presidents' Work Group on Accreditation. This group proposed the CHEA and sent a ballot to the president at every accredited institution. Ninety-four percent of the presidents who responded supported the establishment of CHEA.

The new Council for Higher Education Accreditation will be similar in many respects to these earlier efforts, but it will differ in the following ways: the

> new Council will be accountable to member institutions, not to accrediting bodies or presidential associations; through its board of directors and otherwise, it will have much stronger presidential involvement and control; when compared with earlier bodies, the Council's mandate is clearer, stronger, and broader; and it is the first such body to have been created by a national referendum (Stewart, 1996, p. 2).

Because CHEA is new, its effectiveness remains to be seen. Critics argue that it is powerless to enact meaningful changes, while others maintain that because CHEA is the country's largest higher education organization with 3,200 collegiate members, it will have the necessary authority to accomplish its goals (McMurtrie, 1999). Thus far CHEA has lobbied for accreditation during the 1998 reauthorization of the Higher Education Act and resolved conflicts between specialized accreditors and institutions. CHEA is currently developing standards by which to recognize accrediting bodies.

The evolution of national accrediting bodies is an example of how accreditation has been continuously revised and adapted in an effort to respond to the changing needs of higher education. Following is a description that focuses on changes in the accreditation process made within the last 20 years, as this is most appropriate in relation to this study. Many of these changes were precipitated by the "radical transformation" education is currently undergoing (McMurtrie, 1999, p. A41).

One of the most notable recent changes in accreditation is the increased emphasis on institutional effectiveness.

> Historically, accreditation's emphasis was on assessing minimal standards that were, for the most part, quantitatively based. The current process is much more concerned with institutional effectiveness, measured by such things as student success and satisfaction, than with emphasizing self-studies which are purely descriptive in nature (Perrin, 1993, p. B4).

Therefore, the emphasis has shifted from input measures to assessment, outcomes, and quality improvement.

An example of this shift is in the NCA Commission on Institutions of Higher Education's "increased emphasis on the evidence of the institution's accomplishment of its purposes, particularly its evidence of educational outcomes and student academic achievement, and evidence that the self-study process results in plans for institutional improvement" (Thrash, 1992, p. 565). In 1989, NCA approved its "Statement on Assessment and Student Academic Achievement" to emphasize its "position that student academic achievement is a critical component in assessing overall institutional effectiveness" (Thrash, 1992, p. 565).

All of the regional accrediting bodies are making changes in this direction, but perhaps none so radical as NCA. NCA now has an alternative to standard accreditation called Academic Quality Improvement Project (AQIP). AQIP is "based on continuing evaluations of a college's progress toward goals it helps set, rather than on traditional standards and prescriptions" (Biemiller, 2000, p. A43). AQIP is "much

less prescriptive than the traditional accreditation review and more focused on measuring results" (McMurtrie, 2000, p. A30). AQIP is designed for use by institutions that have continuously met the minimum standards set by NCA.

Another important change in accreditation is the inclusion of technology, especially as it is used in distance education. As defined by NASC, distance education is "a formal educational process in which the majority of the instruction occurs when student and instructor are not in the same place . . . Distance education may employ correspondence study, or audio, video or electronically mediated technologies" (Accreditation Handbook, 1999, p. 44). The inclusion of distance education by an increasing number of higher education institutions is challenging accrediting associations. CHEA responded to this challenge with a 1998 report concluding that "accrediting bodies must take into account the effect that distance education has on student life and the roles of professors when evaluating the quality of education in the courses" (McCollum, 1998, p. A34). However, the report did not specify how accrediting associations should accomplish this goal.

Other important changes in accreditation have resulted from amendments to the Higher Education Act. The 1992 reauthorization resulted in significant changes to accreditation, primarily in response to high default rates on student loans at some institutions. The amendments called for establishment of a State Postsecondary Review Entity (SPRE) for each of the 50 states to investigate institutions with student loan default rates greater than 25%. Other changes included requiring unannounced site visits by accrediting associations to institutions, placing greater emphasis on

student outcomes as measures of accountability, and requiring standards developed by each accrediting association that are "valid and reliable" indicators of educational quality. These changes were significant in that they, "for the first time put into law requirements affecting the structure, operating procedures, and standards of accrediting associations that limit the independence of these private entities" (Longanecker, 1994, p. 13). However, in interpreting the statute, the Education Department was not as stringent as the original legislation. In fact, SPREs never had any impact as they were downplayed before they were even created.

The reauthorization of 1998 produced changes in accreditation as well including (Burd, 1998, p. A39 and McMurtrie, 1999, p. A42):

- Formally eliminating language authorizing State Postsecondary Review Entities (although they had effectively "been dead for several years").
- Requiring regional and professional accreditors to review distance-education programs in assessing the quality of an institution's courses or programs.
- Requiring accrediting bodies to set priorities in selecting institutions for unannounced visits, with an emphasis on "potential problem schools."

In 1999, the Education Department adopted new rules (effective July 1, 2000) to enact changes in the accreditation process Congress made in the 1998 Higher Education Act reauthorization. These changes include:

- Accreditation agencies will no longer be required to assess the validity and reliability of their standards, but rather will be expected to review them as they see fit.
- Unannounced campus visits will no longer be required (Healy, 1999).

Regarding the nature of these changes and the amendments themselves, one education attorney said, "It would be fair to characterize the Higher Education Amendments of 1998 and these [approved] regulations as some movement back toward accreditors in their traditional roles as assessors of educational quality and agencies trying to help institutions improve" (Healy, 1999, p. A34). Although the outcome resulted in few changes, the government's ongoing interest in the accreditation process illustrates the impact of accreditation.

The government is not the only entity seeking changes in the accreditation process. "In recent months, accreditation reform efforts have gained substantial financial backing, with grants from private foundations providing millions of dollars to test new models of evaluating the quality of traditional and on-line universities alike" (Olsen, 1999, p. A30). NCA was awarded $1.5 million from the Pew Charitable Trusts to "offer an optional 'quality improvement' program of accreditation next year (2000) as an alternative to its traditional reviews" (Olsen, 1999, p. A30). With this support, NCA created the Academic Quality Improvement Project (referred to earlier). In August 1999, Pew Charitable Trusts also awarded a

$204,000 grant to the League for Innovation in the Community College to "develop new standards for judging two-year institutions and its graduates" (Lords, 1999).

ACCREDITATION AND TRIBAL COLLEGES

"We are now entering a new phase, and I wonder if Indian higher education and traditional U.S. higher education are as compatible as we thought they were a decade ago" (P. Thrash, former Executive Director CIHE, NCA, Thrash and Boyer, 1994, p. 31).

As stated previously, since their inception, tribal colleges have struggled to meet the criteria imposed by accrediting bodies. Although tribal college officials do not always agree with the means of accreditation, they have always sought it, as they are aware of its importance. For example, one of the BIA's stipulations for eligibility to receive Tribal College Act funds is that colleges be accredited or be making a "reasonable effort" toward accreditation. Private foundations also use accreditation status for justification in allocating funds. In September 1999, AICF received a $30 million grant from the Lilly Endowment for facilities with $1 million designated for each college. However, colleges will not receive the $1 million until fully accredited. The money will be held in escrow for a limit of three years, with the affected colleges allowed to use the interest.

AIHEC's original mission stated the goal of establishing its own accrediting agency. Thus far, with one exception, the issue has not expanded beyond discussion. In 1997, AIHEC's federal relations representative submitted an amendment for the 1998 Higher Education Act reauthorization to fund a feasibility study on a separate

accrediting agency for tribal colleges. Strong opposition to the amendment from the accrediting bodies, higher education associations, and some tribal college presidents led to its removal (E. O'Brien, personal communication, November 3, 1999). "Had a separate association been formed to accredit the tribal colleges, it is likely that it - and the colleges accredited - would not have been fully accepted by the higher education establishment" (Oppelt, 1994, p. 34). Nevertheless, some tribal college administrators continue to support the notion.

Accreditation remains a significant issue for AIHEC. "Developing an accrediting body for American Indian-serving postsecondary institutions" is in AIHEC's recently revised mission statement ("AIHEC's Mission Statement," 2000). In addition, one of the eight goals of AIHEC's 1999 strategic plan is expanding and enhancing AIHEC's infrastructure. Within this goal is the objective to "continue assessment of AIHEC's role in accreditation processes, seek legislative changes to implement AIHEC accreditation initiatives, and establish methods to evaluate cultural-spiritual programs as they related to accreditation" ("AIHEC's Strategic Plan," 1999).

Evaluation of tribal colleges by the same standards as "mainstream" institutions is particularly difficult due to specific characteristics of the tribal colleges. These characteristics include:

- Holistic approach

In general, tribal cultures are holistic, viewing entities as a whole rather than breaking them into parts. This is contrary to the conceptual framework used by regional accrediting bodies to evaluate colleges, because it is "Euro-Centric in that it breaks the institution into parts: students, faculty, programs, results and cost" (Barden, 1994, p. 23). Tribal colleges "could make a significant contribution if they worked to develop a holistic conceptual framework that would actually result in assessment appropriate to their own missions" (Ibid., p. 23). No such framework has been developed, perhaps illustrating the difficulty, if not impossibility, of assessing colleges from a holistic perspective.

- Inadequate financial resources

As illustrated previously, tribal colleges are appallingly underfunded, with a heavy reliance on federal funding. Compared to their mainstream counterparts, tribal colleges are financially unstable. This can affect accreditation status as one criterion on which accreditors judge a college is whether it can "continue to accomplish its purposes and strengthen its educational effectiveness" with its current resources (Boyer and Thrash, 1994, p. 30). Colleges are considered financially stable if they have constant income from a variety of sources. Although tribal colleges have little financial support, they consistently prove their ability to achieve their mission with minimal financial resources. For example, students at Salish Kootenai College learned construction skills while building classrooms.

- Poor Facilities

Closely related to inadequate financial resources are poor facilities. Most tribal colleges began in buildings previously used for other purposes. Although some of the older colleges have constructed new buildings, most are still sorely lacking in this area. "Storefronts, post office basements, lofts, abandoned buildings and a remodeled fish processing plant are typical locations which provide the educational environments for tribal colleges . . . . Evaluators should be sensitized to appreciate the creative use of recycled and remodeled spaces" (Appelson & McLeod, 1994, p. 8). Accreditors closely examine college facilities to make sure they allow colleges to carry out their purposes.

- Tribal language and culture preservation

This is an essential component of each college's mission. Tribal language and culture preservation can be difficult to measure making the accreditation criterion of "if the institution is accomplishing its purposes" (Boyer and Thrash, 1994, p. 30) difficult to assess. Adding to this difficult assessment is that tribal language and culture preservation extends far beyond the curriculum. It is an entire philosophy shaping the college. Within this area is the importance of spirituality which is interwoven throughout all aspects of the colleges.

- Serving a unique population

Like many community colleges, most of the students are working adults. However, 90% of tribal college students are American Indians who are academically unprepared for college. In addition, nearly all students qualify for financial aid.

- Unique Governance

Tribal college governance is unique in its relationship with the tribal councils. Although the tribal councils charter the colleges, the councils sometimes have difficulty relinquishing their power to an independent board or trustees. Although presidents are directly responsible to the board of trustees, tribal councils occasionally demand their dismissal. This can result in instability at the leadership level that can affect tribal colleges' ability to carry out their missions. Accreditors have noted that tribal colleges are more prone to this instability than most other institutions.

- Location

Like other rural institutions, tribal colleges struggle with educating a geographically dispersed population. In addition, the reservations are isolated, and many students lack adequate transportation.

- Value of Kinship

"Kinship is generally the means of defining social and familial relations in tribal societies" (Crazy Bull, 1994, p. 23). In many American Indian societies, kinship is highly valued while individualism is discouraged. This is contrary to mainstream

American values and especially educational institutions where individual achievement and competition are highly valued.

Accrediting agencies are aware of the uniqueness of tribal colleges, and they strive to account for the considerable diversity of the institutions they assess. "The North Central Association attempts to take this diversity into account in its accrediting activities and to evaluate each institution in terms of its own purposes and particular characteristics. This means that quality cannot always be defined in the same terms but must be defined in terms of the purposes served" (Thrash, 1992, p. 567). NASC has a very similar statement: "Accreditation by the Commission on Colleges takes into account and supports the diversity which exists among postsecondary institutions in American higher education . . . Quality cannot always be defined in the same terms, but must be evaluated in terms of the purposes the institution seeks to accomplish ("Accreditation Handbook," 1999, p. 3).

Nevertheless, problems have arisen where evaluators have been unable to understand tribal colleges. For example, evaluators were unable to accept Little Big Horn College's flat salary policy for all administrators and faculty. President Janine Pease-Pretty on Top said the policy is based on the Crow custom of equality. "Each employee is of equal value to the school and makes equal efforts on its behalf; therefore, none should be rewarded more than any other" (DeRosier & Cech, 1991, p. 8). Evaluators also questioned Little Big Horn's policy against awarding failing grades which is based on the "Crow tradition of forgiveness and the educational

philosophy that one should continue the effort to learn until one has absorbed all one can" (Ibid., p. 9).

Interestingly, during the same period of the Little Big Horn's difficulties with accreditation, and a push for AIHEC establishing its own accreditation agency, one scholar wrote:

> the fears of the administrators and staff members at the tribal colleges concerning the difficulties of attaining accreditation by the existing agencies have, in large, not been realized. They have been allowed to retain most of their uniqueness, and the majority of the faculty believes the self-studies required for application have been beneficial to their college (Oppelt, 1994, p. 34).

The disparate views on the issue, and the fact that tribal college accreditation is an enduring concern of tribal college officials illustrates the need for further study of this issue.

RECENT STUDIES

Few studies which specifically focus on tribal college accreditation are available. However, some of the tribal colleges have been included in larger accreditation studies. The American Council on Education conducted one such study in 1987. Three hundred seventy-four institutions participated in this study that examined the usefulness of accreditation and methods to strengthen it. The respondents agreed that institutional accreditation provides an accurate indication of institutional quality. In addition "three-fifths of the respondents indicated that

institutional accreditation is extremely useful as a tool for self-evaluation; just over half said it was extremely useful as a stimulus for improvement; but only one-fifth identified it as extremely useful as a criterion for eligibility for federal funds" (Anderson, 1987, p. vi). In addition, half of the respondents believed that institutional accreditation needs to be strengthened. Methods of strengthening accreditation included greater coordination among the regional accrediting bodies, and involvement of campus chief executive officers with the regional accrediting bodies.

The North Central Association conducted a 1996 study as a portion of a comprehensive self-study. Nine hundred NCA affiliated institutions participated for a 91% response rate. Nearly all participants were satisfied with NCA's effectiveness. However, doctoral/research institutions were the least satisfied (76% compared with 91% overall) ("Effective Collaboration," 1998). Slightly more than half of the respondents agreed the benefits of accreditation are greater than the costs. The accreditation process was highly rated for improving the assessment of student learning and evaluating institutional effectiveness. However, less than half of the respondents thought NCA appropriately considered distance education and off-site programs. More than 80% of the respondents believed that NCA accreditation was beneficial for "encouraging the use of student outcomes as a tool to improve teaching and learning processes" ("Effective Collaboration," 1998, p. 7). However, fewer than half of the respondents perceived that accreditation encouraged innovation. Trends expected to impact accreditation included increasing demands for accountability, and expanding use of distance education and the Internet.

Recognizing diversity of institutions was important to the respondents. "All types of institutions encouraged increased consideration of institutional uniqueness (80%). Additionally, relatively strong support was given for separate accreditation processes by institutional type (66%), or alternative processes for well-established institutions (71%), as well as increased attention to non-traditional practices in higher education (66%)" ("Effective Collaboration," 1998, p. 8).

The study resulted in recommendations including:

1. Modify the comprehensive review process to address institutional differences.
2. Increase understanding about accreditation through expanded communication.
3. Review internal processes/structures to ensure institutional needs are effectively met.
4. Increase attention to improving teaching and fostering greater access to higher education.
5. Develop a self-reporting format to encourage dialogue and quality improvement by institutions ("Effective Collaboration," 1998.).

Two recent studies focused specifically on tribal college accreditation. "Accreditation, Tribal Governments, and the Development of Governing Boards at Tribal Colleges in Montana and Washington" (Wabaunsee, 1998) examined the effects of the accreditation process on the organizational structure of governing boards and their relations with tribal governments. The theoretical framework for this study was organizational theory focusing on how the external environment of NASC and tribal governments affected the organizational structure of tribal governing

boards. The methodology used for this study was the review of historical documents at NASC focusing on the years 1974 through 1997 when the eight tribal colleges in NASC's region applied for and were granted accreditation. The study focused on formal interactions between the colleges, the accrediting association, and the tribal governments.

Accrediting associations require an autonomous board to govern colleges. On reservations, this is often a source of conflict as tribal councils charter the colleges and generally appoint the governing board. Tribal councils are reluctant to relinquish direct control of organizations they have chartered. Because accreditation requires no direct involvement or control by the chartering institution, conflict often develops.

Of the 84 formal interactions studied, 30% involved governance issues (p. 116). Four of the colleges were brought out of compliance with NASC when tribal governments restructured their internal tribal organizations. The organizational environment forces the tribal colleges to balance the expectations of NASC and of the tribal governments. The Wabaunsee study found that the

> colleges have changed to accommodate accreditation requirements. [NASC] has protected the Colleges from the tribal government. The Colleges paid a price for this 'protection.' The price was an 'acceptable' governing board structure. In summary, the Colleges lost a piece of their 'Indianess' as they lost their intimate connection to the tribal government; but what they lost may be a very dysfunctional piece that jeopardized their survival (p. 138-39).

The author found that tribal governments sometimes tried to reassert their control as the colleges matured and became a political and an economic asset to the tribe. "The most successful colleges have learned to reassure the tribe that the College's success is the tribal government's success and the reservation's success, not a stepping stone to replace the tribal government" (p. 139). The tribal colleges' relations with tribal governments is constantly changing and evolving (often due to personnel attrition), so there is an ongoing need for the colleges to communicate and create a solid working relationship with tribal governments.

The most relevant study to this dissertation is McDonald's (1982) "An Assessment of Accreditation Practices in Developing Indian Community Colleges Compared with Non-Indian Community Colleges in the Northwest." This 1982 study is the basis for comparison for the present study. The primary purpose of McDonald's study was to compare the effects of accreditation on non-tribal community colleges to the effects of accreditation on tribal community colleges. (At the time of the McDonald study, all tribal colleges were community colleges.) The secondary purpose was to assess the appropriateness of the current accreditation process for tribal colleges. McDonald utilized an earlier study by the Northwest Association of Schools and Colleges (Warner, 1978) as his means of comparison. Therefore, he assessed only tribal college faculty, administrators, and governing board members and compared their responses to the NASC study participant responses.

The significant outcome of the study was that there was very little difference between the results of the tribal study and the study completed by Warner.

> The tribal college respondents felt that the present method of regional institutional accreditation was appropriate for the tribal colleges. The influences were positive and the colleges recommend very little change in the process. . . They were undecided whether or not the tribal colleges should have their own accreditation agency (McDonald, 1982, p. ii).

The key areas where tribal college official responses and Warner study responses differed were:

- Fewer tribal college responses either favored private accreditation over governmental accreditation or did not have a preference between the two. Warner study participants strongly favored private accreditation over governmental accreditation.
- Institutional accreditation was much more important than specialized accreditation to the tribal colleges.
- Tribal college officials thought accreditation hinders desirable change more than Warner study participants did.
- More tribal college officials believed it is desirable to have non educators serve on accreditation visiting teams.
- More Warner study participants felt having full time professorial evaluators conduct team visits was very undesirable.

In addition, although the tribal college participants were undecided whether or not they should have their own accreditation agency, a significant difference existed

within these responses. Seventy nine percent of the presidents favored a separate tribal college accrediting agency while board members and administrators were nearly evenly divided on the issue. Only faculty had more people who did not think tribal colleges should have a separate accrediting agency.

CHAPTER III
PROCEDURES

POPULATION/SUBJECTS

For comparison purposes, the same colleges from the McDonald (1982) study were surveyed in this study. Administrators at fifteen colleges were surveyed in the McDonald study. However, one college, Flaming Rainbow College, has since closed. See Table 4 for the fourteen participating colleges. Flaming Rainbow closed in the early 1990s due to financial difficulties. The college was not originally founded as a tribal college, but was later managed by the Cherokee. NCA first accredited Flaming Rainbow in 1984, but withdrew its accreditation on January 28, 1992. Archie Beauvais, who served on the NCA committee that recommended closure, said the college had fewer than 50 students and continued to run a budget shortfall. He also said the university had been placed on probation one year before the committee recommending closure (A. Beauvais, personal communication, June 22, 2000).

As was done in the McDonald study, four groups of college employees received questionnaires: Presidents, Chief Administrative Officers (Vice Presidents and Deans), Full-Time Faculty, and Governing Board members. The subjects were selected because they were the most likely to be involved in the accreditation process. The subjects were both male and female of varying ages, but none younger than 22 years of age. Four hundred and ninety-six surveys were mailed to the following groups: 14 Presidents, 66 Chief Administrative Officers, 113 Board Members, and 303 Full-Time Faculty.

Table 4

Participating Colleges

School	Former Name/ Year Changed	Location	Accrediting Body
Blackfeet CC*		Browning, MT	Northwest
Cankdeska Cikana CC	aka Little Hoop CC	Fort Totten, ND	North Central
Diné College	Navajo CC/1997	Tsaile, AZ	North Central
Dull Knife Memorial C		Lame Deer, MT	Northwest
Fort Berthold CC		New Town, ND	North Central
Little Big Horn C		Crow Agency, MT	Northwest
Nebraska Indian CC		Niobrara, NE	North Central
Northwest Indian C	Lummi CC/1989	Bellingham, WA	Northwest
Oglala Lakota C	Oglala Sioux CC/1983	Kyle, SD	North Central
Salish Kootenai C		Pablo, MT	Northwest
Si Tanka	Cheyenne River CC/1999	Eagle Butte, SD	North Central
Sinte Gleska University	Sinte Gleska C/1992	Rosebud, SD	North Central
Sitting Bull C	Standing Rock C/1996	Fort Yates, ND	North Central
Turtle Mountain C		Belcourt, ND	North Central

*CC=COMMUNITY COLLEGE, C=COLLEGE

INSTRUMENTATION

The McDonald study questionnaires (Appendix A) were modified versions (tailored specifically to the tribal colleges) of those used in the 1978 Warner study. The current study questionnaires (Appendix B) were slightly modified versions of the McDonald study questionnaires. The modifications were made to decrease the length of the surveys because briefer surveys may increase response rates (Green & Hutchinson, 1996). In addition, questions for which the 1982 results were unavailable were excluded because without these results, comparisons between 1982 and this present study could not be made. Each of the four groups (Presidents, Chief

Administrative Officers, Full-Time Faculty, and Governing Board members) received a slightly different questionnaire, as was the case in McDonald's study.

> Some questions were asked of all the respondents, some questions were asked of only two or three of the groups of respondents, and some were asked of only one group. One reason for this was the desire to address more specific questions about the institution to those persons having most direct responsibility in those areas. Another reason was that by dividing the total, more issues could be explored without a proportionate increase in the burden of responding (McDonald, 1982, p. 38).

See Table 5 for which items were asked of the different groups.

The majority of questions used a Likert scale which is an ordinal level of measurement in that it differentiates and gives order, but the magnitude between the response categories is not known. Likert scales are based on the probability that a subject's agreement with an item increases with the degree of favorability of the subject's attitude. The remainder of the questions were "yes," "no," or "don't know" answers.

DATA COLLECTION METHODS

The president of each college was contacted to obtain approval for his/her institution's participation in the study and to ask for his/her individual participation. Six of these contacts took place in person at the October 1999 AIHEC meeting in Oklahoma City. The remaining contacts were made in March and April 2000 by telephone, mail, and email. Two of the presidents forwarded the request to their

Table 5

Questions Asked of Participants
(Full questions are stated below under Hypotheses)

	Item	Pres	CAO	Faculty	Board
1	Fostering Excellence	x	x	x	
1	Encouraging Institutional Improvement	x	x	x	
1	Appropriate Educational Objectives	x	x	x	
1	Protecting against Encroachments	x		x	
6	Continue/Discontinue Private Accreditation		x		x
6	Private vs. Government Accreditation	x			
2	Specialized vs. Institutional Accreditation			x	
3	Effects of Self-Study	x	x	x	
3	Accuracy of Visiting Team's Judgements	x	x	x	
3	Help/Hindrance of Visiting Team	x		x	
3	Budget Allocation Changes	x			
3	Helped Desirable Change	x	x	x	
3	Hindered Desirable Change	x	x	x	
3	Prevented Undesirable Change		x	x	
4	Monitoring Non-Traditional Education	x	x		
6	Importance of Continuing Accreditation		x		x
5	Board Received Self-Study				x
5	Board Discussed Accreditation				x
3	President Recommended Changes				
3	Burden of Accreditation	x			
3	Costs/Benefits of Accreditation	x			
7	Professional Evaluators	x	x		
7	Non-Educators	x	x	x	
8	Success of Accreditation	x	x	x	x
8	Indian Accreditation Association	x	x	x	x
8	Replace Existing Associations	x	x	x	x

The numbers in the first column correspond to the eight questions stated in the Hypotheses section of Chapter I.

Research Review Committees that review all proposed studies involving their schools. Both of the committees approved participation in the study.

After obtaining presidential or Research Review Committee approval of the study, a list of full-time faculty, governing board members, and chief administrative officers was obtained for 10 colleges. The remaining four colleges chose to distribute

the surveys themselves rather than provide employee names. A cover letter, survey, and stamped return envelope were mailed to each participant. The cover letter (Appendix C) stated the purpose of the study, the voluntary nature of the study, the importance of each subject's participation, how the results would be used, how participants were chosen for the study, and the benefits participants could expect as a result of participating in the study. The letter also introduced the researcher and ensured confidentiality. Each survey was coded to keep a record of returns. The purpose of this coding was explained in the letter with a pledge of confidentiality.

A follow-up reminder postcard was mailed three weeks after the questionnaire to subjects who had not yet responded (Appendix D). At this time, the same reminder message was sent electronically to the approximately 15% of the subjects for whom email addresses were available. Two weeks after the follow-up postcard, another follow-up letter and questionnaire were mailed to the 184 subjects who had not yet responded (Appendix E). Research by Cole, Palmer & Schwanz (1997) suggests that multiple contacts is the most effective way to increase response rates.

NULL HYPOTHESES

A null hypothesis was stated for each item compared because a test of significance was conducted. "The test of significance is designed to assess the strength of the evidence against the null hypothesis. Usually the null hypothesis is a statement of 'no effect' or 'no difference'" (Moore & McCabe, 1993, p. 449). The null hypothesis in each case states that there is no significant difference between the responses from McDonald's 1982 study and the responses from this present study.

There is no significant difference between the ratings of the respondents from McDonald's survey and the ratings from the respondents in this survey on:

1. The importance of accreditation in fostering excellence through criteria and guidelines.
2. The importance of accreditation in encouraging institutional improvement through continuous self-study and evaluation.
3. The importance of accreditation in helping to provide assurance that an institution has appropriate educational objectives, and appears to be accomplishing them substantially.
4. The importance of accreditation in protecting institutions against encroachments which might jeopardize their educational effectiveness or academic freedom.
5. The importance of continuing or discontinuing private voluntary accreditation.
6. The position for or against private, voluntary accreditation as presently operating, versus having some form of state or federal regulation to perform the same function.
7. The relative importance of the respective institution becoming accredited with a specialized accrediting agency as opposed to institutional accreditation.
8. The importance of the effects of the institutional self-study on the respective institution.
9. The accuracy of the last visiting team's judgements and suggestions concerning the respective institution.

10. The help/hindrance of the last visiting team's judgements and suggestions pertaining to the respective institution.
11. Whether or not budget allocations in the institution changed as a result of the last self-study for accreditation.
12. The extent that institutional accreditation helped desirable change in the respective institution.
13. The extent that institutional accreditation hinders desirable change in the respective institution.
14. The extent that institutional accreditation prevented undesirable change in the respective institution.
15. The adequacy of accreditation in monitoring non-traditional education.
16. The importance of continuing accreditation if the connection with eligibility for federal, state, or private funds were eliminated.
17. Whether or not copies of the institutional self-study were distributed to members of the Board.
18. Whether or not there was a discussion by the Board of either the self-study or the visiting team report.
19. Whether or not the president recommended any changes as a result of the self-study or the accrediting team visit.
20. The degree to which institutional accreditation is burdensome in terms of fees, costs, time, and personnel allocations.

21. The relative costs and benefits to the respective colleges to become accredited with a regional accrediting agency.
22. The desirability of having the visiting team composed of professional evaluators who spend full-time in accreditation assessments.
23. The desirability of having non-educators serve on the visiting team to evaluate institutions.
24. The belief that the present method of accreditation works.
25. Whether Indian colleges should have their own accreditation association.[3]

DATA ANALYSIS

The primary comparison for this study tested each null hypothesis using the chi-square test of independence to compare different populations. The null hypothesis stated that there is no difference in how the two samples (1982 participants vs. current participants) respond to each questionnaire item. Chi-square is a non-parametric test so a normal distribution is not assumed. Independence of observations and random sampling is assumed. The expected frequency for each category should be at least 1, and the minimum expected count should be greater than 5. No more than 20% of the categories should have expected frequencies less than 5. "The concern is that the cells with small expected values make large contributions to the size of the chi-square statistic" (SPSS Applications Guide, p. 75). Chi-square is a statistic to measure how much the observed cell counts diverge from the expected cell counts. The formula is:

[1] Item 26 was not asked in McDonald's survey, so differences between the ratings of the respondents from McDonald's survey and the ratings from the respondents in this survey could not be made.

$$\text{Chi-square } (\chi^2) = \sum \frac{(\text{observed} - \text{expected})^2}{\text{expected}}$$

"When the resulting chi-square statistic is large, the null hypothesis of independence is rejected. To define large, the sample statistic is compared to a critical point on the theoretical chi-square distribution that depends on the number of row and columns in the table. This latter information is labeled *df* for degrees of freedom" (SPSS Applications Guide, p. 67). The degrees of freedom are the number of rows minus 1 times the number of columns minus 1 or (r-1)(c-1).

In order to prevent Type I error (rejecting the null hypothesis when it is true), the significance level is often set at .05. The significance level is the probability of making a Type I error. However, the large number of chi-square comparisons will inflate the overall Type I error. This was reduced by using the Bonferroni method where the significance level is established by dividing a predetermined significance level (usually .05) by the number of comparisons. The Bonferroni method "guarantees that the probability of *any* false rejection among comparisons made is not greater than 0.05. This is much stronger protection than controlling the probability of a false rejection at 0.05 for *each separate* comparison" (Moore & McCabe, 1993, p. 744). The Bonferroni method was used for correlated items (See Chapter IV).

Descriptive statistics were used to analyze the demographic data. In addition, the chi-square test of independence was used to compare sex by group (presidents, faculty, administrative officers, and board members), ethnicity by group, ethnicity by

school type (defined by the highest degree offered--Associate of Arts, Bachelor of Arts, Master of Arts), and year of study by group. The chi-square test of independence was also used to compare the differences in how American Indians and Anglos responded to each item. The chi-square test of independence was also used to compare the differences in how presidents, administrative officers, faculty, and board members responded to each item. The differences in responses to items between people at different types of schools were also analyzed using the chi-square test of independence. The Bonferroni method was used for correlated items. Missing data were excluded.

CHAPTER IV
RESULTS

INTRODUCTION

Chapter III provided a summary of the procedures used to collect and analyze the data from this study. Chapter IV provides the results from the data analysis. It begins with the presentation of descriptive statistics including response rate and participant demographics. Next described are the results from the primary comparison of the study that compares response frequencies for each item of McDonald's 1982 study to this study. Finally, variance of item responses based on ethnicity, group (presidents, chief administrative officers, full-time faculty, and governing board members), and school type (highest degree offered at the various institutions) are presented.

RESPONSE RATE

The population of this study was presidents, chief administrative officers (vice-presidents and deans), full-time faculty, and governing board members at 14 tribal colleges. In McDonald's study, 180 surveys of 291 total were returned for a 62% response rate. One hundred percent of the presidents responded, 71% of the administrative officers, 64% of the faculty, and 48% of the board members (McDonald, 1982). For this study, of the 496 surveys mailed, 209 (42%) surveys were returned. The response rate for each group was as follows: presidents 64%, administrative officers 61%, faculty 42%, and board members 28%. See Table 6. The four colleges that distributed the surveys through a central office had a 29% response

rate while the 10 colleges that allowed participants to receive the survey directly via mail had a 47% response rate. The first survey mailing garnered a 37% response rate, and the second survey mailing garnered a 15% response rate.

Table 6

Response Rate for Present (year 2000) Study

Group	# rec'd	# sent	% rec'd
Board	32	113	28
Admin.	40	66	61
Faculty	128	303	42
Presidents	9	14	64
TOTAL	209	496	42

Table 7 shows the relationship between year of the study (McDonald's 1982 study and this current year 2000 study) and group. This table shows the distribution of participants by group. The 1982 study had a more even distribution while the 2000 study was more heavily weighted toward faculty. Faculty made up 61% of the participants in 2000, but only 46% of the participants in 1982. Running a chi-square test of independence (using .05 as the baseline significance level) showed that these were significant differences: χ^2 (3, N = 389) = 11.271, p = .010[4]. No cells had an expected count of less than five and the minimum expected count was 10.64. Because these differences were significant, there was potential for sample bias. The concern was that differences between the 1982 sample and the 2000 sample could be cause for variance in responses on the same item, or conversely could be the cause for no

[4] 3 = degrees of freedom, N = sample size, 3.695 = chi-square, p = significance

significance between responses on the same item. To ensure that the outcomes were not a result of differences between the samples (e.g. 46% of the 1982 participants were faculty while 61% of the 2000 participants were faculty), a weighting system was used to negate the differences between samples. (See Hypothesis 13 below for how this was accomplished.) New totals were calculated and the chi-square test of independence was recalculated. The results did not change with the recalculations. It is important to note that although the differences in proportions of groups participating in the studies were known, other differences between the samples such as distribution by sex were not known because demographic data for the 1982 study were not available.

Table 7

Group by Year of Study

	Year of study		Total
	1982	2000	
President	14 (7.8)	9 (4.3)	23
CAO	39 (21.7)	40 (18.1)	79
Faculty	82 (45.6)	128 (61.2)	210
Board	45 (25.0)	32 (15.3)	77
Total	180	209	389

Percentages in parenthesis

PARTICIPANT DEMOGRAPHICS

The survey included a brief concluding section to gather data on the characteristics of the respondents. Demographic information included: age, ethnicity, sex, number of years in current position, and number of years with this tribal college.

These questions were included to provide information for additional data analysis. These data may also provide insight into the demographics of faculty, staff, and board members of all tribal colleges.

Forty-nine percent of the participants were American Indian, 46% were Anglo, 4% were mixed, and 0.5% were other. Forty-five and one half percent of the participants were female and 54.5% of the participants were male.

Figure 2 illustrates the distribution for age. The average age of the participants was 49.42 years with a median of 51.00 years. The variance was 92.40, the skewness was -.006, and the kurtosis was 1.261. (Skewness and kurtosis are measurements for normal distribution. Skewness measures the symmetry of the distribution and kurtosis measures whether the distribution concentrates its probability in a central peak or in the tails.)

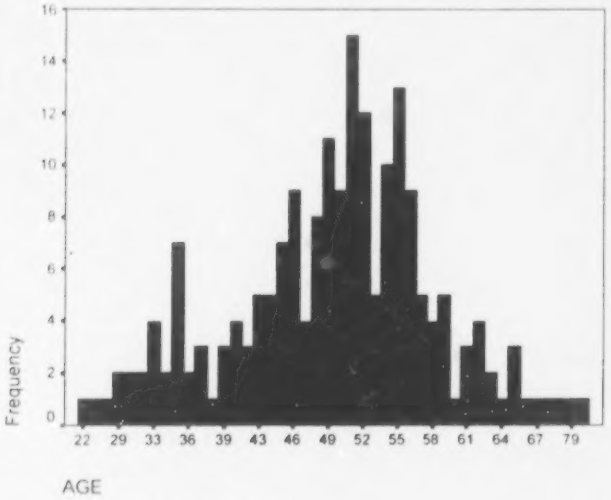


Figure 2. Age distribution of participants.

The number of years study participants had been in their current position revealed highly positively skewed results with most participants in their current position fewer than six years. See Figure 3. Because of the positive skew, median and mode are more meaningful statistics than the mean. For number of years in current position, the mean was 7.13 years, the median was 5 years, and the mode was 1 year. The variance was 44.39, the skewness was 1.979, and the kurtosis was 5.609.

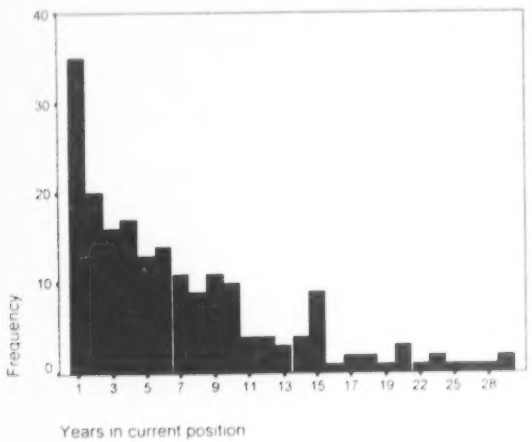


Figure 3. Number of years in current position.

The number of years study participants had been at their particular tribal college revealed positively skewed results with most participants having been at their tribal college for one to ten years. See Figure 4. The mean was 8.69 years, and the median was 7 years and the mode was 4 years. The variance was 41.83, the skewness was 1.266, and the kurtosis was 1.862.

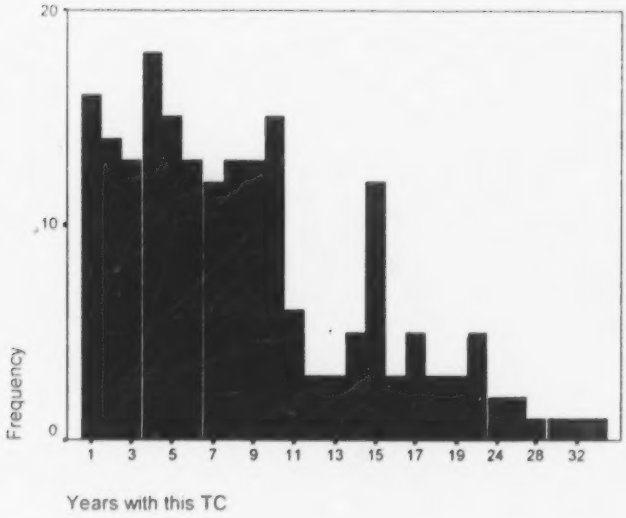


Figure 4. Number of years with this tribal college.

Various comparisons among the demographic factors and between the demographic factors and question items revealed numerous significant relationships. Crosstabluations were run among all of the demographic factors. The notable findings are described below.

Table 8 shows a crosstabluation examining sex and group [president, chief administrative officer (CAO), faculty, and board members]. With the exception of the presidents, the distribution by sex was fairly similar. The chi-square test of independence (using .05 as the baseline significance level) was not significant: χ^2 (3, N = 198) = 3.695, p = .296. The minimum expected count was 3.64. However two cells (25%) had an expected count of less than five. This was due to the low number of presidents (1 female, 7 male). This may invalidate the test. Running chi-square

without the presidents still was not significant: $\chi^2 = (2, N = 190) = .043$, $p = .979$. No cells had an expected count of less than 5, and the minimum expected count was 14.52.

Table 8

Group by Sex

		SEX		Total
		Female	Male	
President	Count	1	7	8
	Expected Count	3.6	4.4	8.0
CAO	Count	18	20	38
	Expected Count	17.3	20.7	38.0
Faculty	Count	57	64	121
	Expected Count	55.0	66.0	121.0
Board	Count	14	17	31
	Expected Count	14.1	16.9	31.0
Total	Count	90	108	198
	Expected Count	90.0	108.0	198.0

Note: The total was 198 because 11 participants did not answer this demographic item.

Table 9 illustrates the relationship between ethnicity and group. The "other" and "mixed" categories were removed because they were small (7 "mixed" and 1 "other" of 188 total). Therefore, only American Indians and Anglos were analyzed. Sixty-three percent of presidents were American Indian, 57% of administrative officers were Indian, 36% of faculty were Indian, and 100% of board members were Indian. A chi-square test of independence (using .05 as the baseline significance level) showed these differences were significant: $\chi^2 (3, N = 180) = 40.04$, $p < .0005$. The minimum expected count was 3.87. However, two cells (25%) had an expected count of less than five. This was due to the low number of presidents (5 American

Indian, 3 Anglo). This may invalidate the test. Running chi-square excluding the presidents still showed a significant difference: $\chi^2 = (2, N = 172) = 39.624, p < .0005$. No cells had an expected count of less than 5, and the minimum expected count was 14.65. American Indians were the majority for all groups except faculty which was two-thirds Anglo.

Table 9

Group by Ethnicity

		ETHNICITY		Total
		Am. Indian	Anglo	
President	Count	5	3	8
	Expected Count	4.1	3.9	8.0
CAO	Count	20	15	35
	Expected Count	18.1	16.9	35.0
Faculty	Count	38	69	107
	Expected Count	55.3	51.7	107.0
Board	Count	30	0	30
	Expected Count	15.5	14.5	30.0
Total	Count	93	87	180
	Expected Count	93.0	87.0	180.0

Table 10 shows how ethnicity varied by school type. School type was defined by the highest degree offered (Associate of Arts, Bachelor of Arts, Master of Arts) by the various institutions. Because demographic information was not available for the 1982 study, this comparison was for the 2000 study only. The "other" and "mixed" ethnicity categories were removed because they were small, so only American Indians and Anglos were analyzed. Running a chi-square test of independence (using .05 as the baseline significance level) showed that these were significant differences:

χ^2 (2, N = 180) = 12.402, p = .002. No cells had an expected count of less than five and the minimum expected count was 13.05.

Table 10

Ethnicity by School Type

			American Indian	Anglo	Total
Highest degree offered	AA	Count	59	43	102
		Expected Count	52.7	49.3	102.0
	BA	Count	16	35	51
		Expected Count	26.4	24.7	51.0
	MA	Count	18	9	27
		Expected Count	14.0	13.1	27.0
Total		Count	93	87	180
		Expected Count	93.0	87.0	180.0

AA=Associate of Arts (n = 10), BA=Bachelor of Arts (n = 2), MA=Master of Arts (n = 2)

Figure 5 shows that more American Indians were employed by schools where the highest degree offered was the Associate of Arts degree (n = 10) and the Master of Arts degree (n = 2), while more Anglos were employed by schools where the highest degree offered was a Bachelor of Arts degree (n = 2). Table 10 shows that this difference was significant.

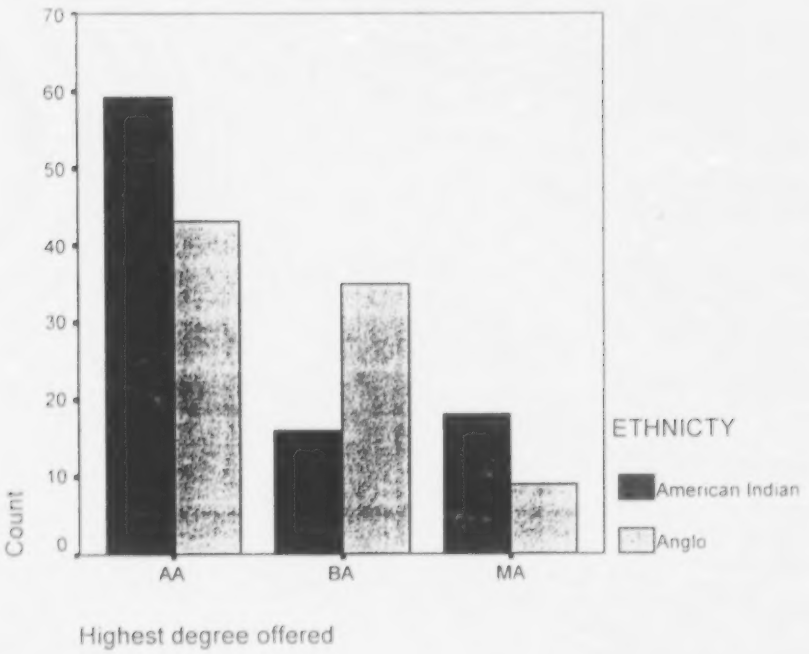


Figure 5. Ethnicity by school type.

ITEM RESPONSES

The twenty-five null hypotheses were designed to focus on the eight questions listed in Chapter 1. Grouping similar items created the summary questions. For example, the first question "How do tribal college administrators rate the importance of various accreditation functions?" was addressed by items 1-4. Because these items were correlated, they were analyzed together. "No opinion" answers were not

included in the analysis. The Bonferroni method was used to set the significance level at .0125.

1. **How do tribal college administrators rate the importance of various accreditation functions?**

Hypothesis 1[5] stated that there was no significant difference between the ratings of the respondents from McDonald's survey and the ratings from the respondents in this survey on the importance of accreditation in fostering excellence through criteria and guidelines. Data analysis for this hypothesis showed no significant differences in the response pattern between the two groups of respondents: χ^2 (3, N = 306) = .953, p = .813. One cell (12.5%) had an expected count less than 5. The minimum expected count was 3.82 which may invalidate the results (because it was less than 5). Responses of 0 (n = 1) were recoded as 1 to collapse the cells to assure the minimum number of cells with expected frequencies less than 5 was less than 20%. (All recoding in the remaining hypotheses was done to assure the minimum number of cells with expected frequencies less than 5 was less than 20%.) Table 11 shows that most respondents highly rated the importance of accreditation in fostering excellence. The majority of respondents rated the importance of this accreditation function in the highest category (A Great Deal).

[5] Hypothesis numbers correspond to item numbers and do not appear in the order shown on pages 58-60.

Table 11

The Importance of Accreditation in Fostering Excellence through Criteria and Guidelines
Answered by Presidents, Administrators, and Faculty

			1	Moderate 2	3	A Great Deal 4	Total
Year of study	1982	Count	3	14	40	73	130
		Expected Count	3.8	15.7	37.4	73.1	130.0
	2000	Count	6	23	48	99	176
		Expected Count	5.2	21.3	50.6	98.9	176.0
Total		Count	9	37	88	172	306
		Expected Count	9.0	37.0	88.0	172.0	306.0

No opinion responses: n = 6

Hypothesis 2 stated that there was no significant difference between the ratings of the respondents from McDonald's survey and the ratings from the respondents in this survey on the importance of accreditation in encouraging institutional improvement through continuous self-study and evaluation. Data analysis for this hypothesis showed no significant differences in the response pattern between the two groups of respondents: χ^2 (2, N = 308) = 1.668, p = .434. No cells had an expected count less than 5. The minimum expected count was 14.14. There were no responses of 0. Responses of 1 (n = 4) were recoded as 2 (Moderate) to collapse the cells. Table 12 shows that most respondents highly rated the importance of accreditation in encouraging institutional improvement. The majority of respondents rated the importance of this accreditation function in the highest category (A Great Deal).

Table 12

The Importance of Encouraging Institutional Improvement
Answered by Presidents, Administrators, and Faculty

			Moderate 2	3	A Great Deal 4	Total
Year of study	1982	Count	11	31	90	132
		Expected Count	14.1	32.1	85.7	132.0
	2000	Count	22	44	110	176
		Expected Count	18.9	42.9	114.3	176.0
Total		Count	33	75	200	308
		Expected Count	33.0	75.0	200.0	308.0

No opinion responses: n = 4

Hypothesis 3 stated that there was no significant difference between the ratings of the respondents from McDonald's survey and the ratings from the respondents in this survey on the importance of accreditation in helping to provide assurance that an institution has appropriate educational objectives, and appears to be accomplishing them substantially. Data analysis for this hypothesis showed no significant differences in the response pattern between the two groups of respondents: χ^2 (3, N = 214) = 10.480, p = .015. The minimum expected count was 4.23 which may invalidate the results. Responses of 0 (n = 3) were recoded as 1. Table 13 shows that most respondents highly rated the importance of accreditation in helping to assure appropriate educational objectives. The majority of respondents rated the importance of this accreditation function in the highest category (A Great Deal).

Table 13

The Importance of Helping to Assure Appropriate Educational Objectives Answered by Presidents, Administrators, and Faculty

			1	Moderate 2	3	A Great Deal 4	Total
Year of study	1982	Count	4	6	54	65	129
		Expected Count	4.2	10.2	41.9	72.7	129.0
	2000	Count	6	18	45	107	176
		Expected Count	5.8	13.8	57.1	99.3	176.0
Total		Count	10	24	99	172	305
		Expected Count	10.0	24.0	99.0	172.0	305.0

No opinion responses: n = 7

Hypothesis 4 stated that there was no significant difference between the ratings of the respondents from McDonald's survey and the ratings from the respondents in this survey on the importance of accreditation in protecting institutions against encroachments which might jeopardize their educational effectiveness or academic freedom. Data analysis for this hypothesis showed no significant differences in the response pattern between the two groups of respondents: χ^2 (3, N = 216) = 2.695, p = .441. No cells had an expected count less than 5. The minimum expected count was 9.58. Responses of 0 (n = 4) were recoded as 1. Table 14 shows that although most respondents highly rated the importance of accreditation in protecting institutions against encroachments, the importance of this accreditation function was the least highly rated of the four functions (Hypotheses 1-4). Slightly less than half of the respondents rated the importance in the highest category (A Great Deal).

Table 14

The Importance of Protecting Institutions Against Encroachments Answered by Presidents, Administrators, and Faculty

			1	Moderate 2	3	A Great Deal 4	Total
Year of study	1982	Count	13	16	22	39	90
		Expected Count	9.6	17.9	21.3	41.3	90.0
	2000	Count	10	27	29	60	126
		Expected Count	13.4	25.1	29.8	57.8	126.0
Total		Count	23	43	51	99	216
		Expected Count	23.0	43.0	51.0	99.0	216.0

No opinion responses: n = 16

2. Is specialized accreditation or institutional accreditation more important to tribal colleges? As there was only one item addressing this issue, the significance level was set at .05.

Hypothesis 7 stated that there was no significant difference between the ratings of the respondents from McDonald's survey and the ratings from the respondents in this survey on the relative importance of the respective institution becoming accredited with a specialized accrediting agency as opposed to institutional accreditation. Data analysis for this hypothesis showed no significant differences in the response pattern between the two groups of respondents: $\chi^2(4, N = 177) = 7.237$, $p = 0.124$. One cell (10.0%) had an expected count less than 5. The minimum expected count was 4.61 which may invalidate the results. The item response categories were presented as follows:

Specialized accreditation much more important				Importance of each kind about the same				Institutional accreditation much more important	No opinion
-4	-3	-2	-1	0	1	2	3	4	n/o

McDonald collapsed -4 and -3 into one cell, -2 and - 1 into one cell, 1 and 2 into one cell, and 3 and 4 into one cell. Because the raw data were not available, -4 and -3 were coded as -4, -2 and -1 were coded as -2, 1 and 2 were coded as 2, and 3 and 4 were coded as 4. Table 15 shows that the most respondents rated institutional accreditation as much more important to tribal colleges than specialized accreditation. A large number of people also rated the importance of the two types of accreditation as equal. Specialized accreditation was deemed much more important than institutional accreditation by the fewest respondents.

Table 15

Importance of Specialized Accreditation Compared to Institutional Accreditation Answered by Faculty

			Spec Acc Much More Imp -4	-2	Equal Importance 0	2	Inst. Acc Much More Imp 4	Total
Year of study	1982	Count	4	6	18	4	36	68
		Expected Count	6.5	4.6	19.2	7.7	30.0	68.0
	2000	Count	13	6	32	16	42	109
		Expected Count	10.5	7.4	30.8	12.3	48.0	109.0
Total		Count	17	12	50	20	78	177
		Expected Count	17.0	12.0	50.0	20.0	78.0	177.0

No opinion responses: n = 29

3. What is the impact of accreditation on tribal colleges? This question was addressed by items 8-14 and 19-21. Because the items were correlated, they were

analyzed together. The Bonferroni method was used to set the significance level at .01. (The number of items was divided by 0.1 instead of .05 because of the high number of comparisons. This helped to increase the power that may be reduced by using the Bonferroni method for a large number of comparisons.) "No opinion" and "don't know" answers were not included in the analysis.

Hypothesis 8 stated that there was no significant difference between the ratings of the respondents from McDonald's survey and the ratings from the respondents in this survey on the importance of the effects of the institutional self-study on the respective institution. Data analysis for this hypothesis showed no significant differences in the response pattern between the two groups of respondents: χ^2 (3, $\underline{N}$ = 263) = 6.001, $\underline{p}$ = .112. No cells had an expected count less than 5. The minimum expected count was 6.14. Responses of 0 ($\underline{n}$ = 4) were recoded as 1. Table 16 shows that most respondents highly rated the importance of the accreditation self-study effects. The majority of respondents rated the importance of this accreditation function as great or in-between great and moderate.

Table 16

Importance of Institutional Self-Study Effects
Answered by Presidents, Administrators, and Faculty

			1	Moderate Importance 2	3	Great Importance 4	Total
Year of study	1982	Count	3	20	32	46	101
		Expected Count	6.1	21.9	34.9	38.0	101.0
	2000	Count	13	37	59	53	162
		Expected Count	9.9	35.1	56.1	61.0	162.0
Total		Count	16	57	91	99	263
		Expected Count	16.0	57.0	91.0	99.0	263.0

No opinion responses: n = 46

Hypothesis 9 stated that there was no significant difference between the ratings of the respondents from McDonald's survey and the ratings from the respondents in this survey on the accuracy of the last visiting team's judgements and suggestions concerning the respective institution. Data analysis for this hypothesis showed no significant differences in the response pattern between the two groups of respondents: χ^2 (3, N = 233) = .672, p = .880. No cells had an expected count less than 5. The minimum expected count was 6.64. Responses of 0 (n = 2) were recoded as 1. Table 17 shows that the majority of respondents rated the accuracy of the visiting team's judgements and suggestions as moderate or in-between moderate and a great deal.

Table 17

The Accuracy of Visiting Team's Judgements and Suggestions Answered by Presidents, Administrators, and Faculty

			1	Moderate 2	3	A Great Deal 4	Total
Year of study	1982	Count	8	25	35	18	86
		Expected Count	6.6	24.4	35.4	19.6	86.0
	2000	Count	10	41	61	35	147
		Expected Count	11.4	41.6	60.6	33.4	147.0
Total		Count	18	66	96	53	233
		Expected Count	18.0	66.0	96.0	53.0	233.0

No opinion responses: n = 76

Hypothesis 10 stated that there was no significant difference between the ratings of the respondents from McDonald's survey and the ratings from the respondents in this survey on the help/hindrance of the last visiting team's judgements and suggestions pertaining to the respective institution. Data analysis for this hypothesis showed no significant differences in the response pattern between the two groups of respondents: χ^2 (2, N = 168) = 1.065, p = .587. No cells had an expected count less than 5. The minimum expected count was 11.62. The item response categories were presented as follows:

Important Hindrance				Neither help nor hindrance			Important help	No opinion
-4	-3	-2	-1	0	1	2	3	4	n/o

McDonald collapsed -4 and -3 into one cell, -2 and - 1 into one cell, 1 and 2 into one cell, and 3 and 4 into one cell. Because the raw data were not available, -4 and -3 were coded as -4, -2 and -1 were coded as -2, 1 and 2 were coded as 2, and 3 and 4

were coded as 4. Responses of -4 (n = 3) and -2 (n = 3) were recoded as 0 to collapse the cells. Table 18 shows that the majority of respondents rated the helpfulness of the visiting teams' judgements and suggestions as somewhat helpful or very (important) helpful. Only six respondents rated the visiting team's judgements and suggestions as a hindrance while 32 respondents rated the judgements and suggestion as neither hindrance nor help.

Table 18

The Helpfulness or Hindrance of Visiting Team's Judgements and Suggestions Answered by Presidents and Faculty

			Neither 0	2	Important Help 4	Total
Year of study	1982	Count	12	27	22	61
		Expected Count	11.6	24.3	25.1	61.0
	2000	Count	20	40	47	107
		Expected Count	20.4	42.7	43.9	107.0
Total		Count	32	67	69	168
		Expected Count	32.0	67.0	69.0	168.0

No opinion responses: n = 62

Hypothesis 11 stated that there was no significant difference between the ratings of the respondents from McDonald's survey and the ratings from the respondents in this survey on whether or not budget allocations in the institution changed as a result of the last self-study for accreditation. Data analysis for this hypothesis showed no significant differences in the response pattern between the two groups of respondents: χ^2 (1, N = 18) = .180, p = .671. Three cells (75.0%) had an expected count less than 5. The minimum expected count was 3.56. Because this question was asked only of presidents, there were only 18 responses which resulted in

a high percentage of cells with an expected count less than 5. Therefore, the chi-square test of independence may be invalid due to the small sample. The low minimum expected count may also invalidate the test. Table 19 shows the response pattern was similar between the two studies with approximately half the presidents making budget allocations as a result of the last self-study.

Table 19

Changes in Budget Allocation as Result of last Self-Study
Answered by Presidents

			No	Yes	Total
Year of study	1982	Count	4	6	10
		Expected Count	4.4	5.6	10.0
	2000	Count	4	4	8
		Expected Count	3.6	4.4	8.0
Total		Count	8	10	18
		Expected Count	8.0	10.0	18.0

Don't know responses: $n = 5$

Hypothesis 12 stated that there was no significant difference between the ratings of the respondents from McDonald's survey and the ratings from the respondents in this survey on the extent that institutional accreditation helped desirable change in the respective institution. Data analysis for this hypothesis showed no significant differences in the response pattern between the two groups of respondents: χ^2 (3, $N = 290$) = 3.443, $p = .328$. No cells had an expected count less than 5. The minimum expected count was 11.68. Responses of 0 ($n = 4$) were recoded as 1 to collapse the cells. Table 20 shows that respondents highly rated the extent to which accreditation helps desirable change. The majority of respondents rated the

extent to which accreditation helps desirable change a great deal or between a great deal and moderate.

Table 20

The Extent to Which Accreditation Helps Desirable Change
Answered by Presidents, Administrators, and Faculty

			1	Moderate 2	3	A Great Deal 4	Total
Year of study	1982	Count	8	28	47	38	121
		Expected Count	11.7	27.5	48.8	33.0	121.0
	2000	Count	20	38	70	41	169
		Expected Count	16.3	38.5	68.2	46.0	169.0
Total		Count	28	66	117	79	290
		Expected Count	28.0	66.0	117.0	79.0	290.0

No opinion responses: $n = 21$

Hypothesis 13 stated that there was no significant difference between the ratings of the respondents from McDonald's survey and the ratings from the respondents in this survey on the extent that institutional accreditation hinders desirable change in the respective institution. Data analysis for this hypothesis showed a significant difference in the response pattern between the two groups of respondents: χ^2 (3, $N = 262$) = 20.649, $p < .0005$. No cells had an expected count less than 5. The minimum expected count was 15.11. Responses of 4 ($n = 7$) were recoded as 3 to collapse the cells. Table 21 shows that significantly more respondents from the present study believed accreditation hinders desirable change. Most of the 1982 respondents believed accreditation did not hinder desirable change.

To ensure that the significant results from this item were not a result of differences between the 1982 sample and the 2000 sample (e.g. 46% of the 1982

participants were faculty while 61% of the 2000 participants were faculty), a weighting system was used to negate the differences between samples. New totals were calculated and the chi-square test of independence was recalculated. Even with the adjusted totals, the difference between 1982 responses and 2000 response was significant. See Appendix F for these calculations. This shows that the difference does not appear to be caused by the different proportions of participants in the to two studies.

Table 21

The Extent to which Accreditation Hinders Desirable Change
Answered by Presidents, Administrators, and Faculty

			None 0	1	Moderate 2	3	Total
Year of study	1982	Count	56	26	16	9	107
		Expected Count	39.2	29.8	22.9	15.1	107.0
	2000	Count	40	47	40	28	155
		Expected Count	56.8	43.2	33.1	21.9	155.0
Total		Count	96	73	56	37	262
		Expected Count	96.0	73.0	56.0	37.0	262.0

No opinion responses: n = 44

Hypothesis 14 stated that there was no significant difference between the ratings of the respondents from McDonald's survey and the ratings from the respondents in this survey on the extent that institutional accreditation prevented undesirable change in the respective institution. Data analysis for this hypothesis showed no significant differences in the response pattern between the two groups of respondents: χ^2 (4, N = 213) = 8.109, p = .088. One cell (10%) had an expected count less than 5. The minimum expected count was 4.18 which may invalidate the test.

Table 22 shows that an equal number of respondents believed accreditation does not prevent or moderately prevents undesirable change. Most respondents fell within these two categories, while fewer respondents believed accreditation prevents undesirable change.

Table 22

The Extent to Which Accreditation Prevents Undesirable Change
Answered by Administrators and Faculty

			None 0	1	Moderate 2	3	A Great Deal 4	Total
Year of study	1982	Count	33	9	24	13	2	81
		Expected Count	24.7	11.8	24.7	15.6	4.2	81.0
	2000	Count	32	22	41	28	9	132
		Expected Count	40.3	19.2	40.3	25.4	6.8	132.0
Total		Count	65	31	65	41	11	213
		Expected Count	65.0	31.0	65.0	41.0	11.0	213.0

No opinion responses: $n = 6^{9}$

Hypothesis 19 stated that there was no significant difference between the ratings of the respondents from McDonald's survey and the ratings from the respondents in this survey on whether or not the president recommended any changes as a result of the self-study or the accrediting team visit. Data analysis for this hypothesis showed no significant differences in the response pattern between the two groups of respondents: $\chi^2 (1, N = 22) = .167$, $p = .683$. Two cells (50%) had an expected count less than 5. The minimum expected count was 1.64. Because this question was asked only of presidents, there were only 22 responses which resulted in a high percentage of cells with an expected count less than 5. Therefore, the chi-

square test of independence may be invalid due to the small sample. The low minimum expected count may also invalidate the results. Table 23 shows a similar response pattern between 1982 and 2000 with the vast majority of presidents recommending changes as a result of the self-study or team visit.

Table 23

Whether the President Recommended Changes as Result of Self-Study or Team Visit Answered by Presidents

			No	Yes	Total
Year of study	1982	Count	2	11	13
		Expected Count	2.4	10.6	13.0
	2000	Count	2	7	9
		Expected Count	1.6	7.4	9.0
Total		Count	4	18	22
		Expected Count	4.0	18.0	22.0

Don't know responses: $n = 1$

Hypothesis 20 stated that there was no significant difference between the ratings of the respondents from McDonald's survey and the ratings from the respondents in this survey on the degree to which institutional accreditation is burdensome in terms of fees, costs, time, and personnel allocations. Data analysis for this hypothesis showed no significant differences in the response pattern between the two groups of respondents: $\chi^2 (3, N = 20) = 2.838$, $p = .417$. Eight cells (100%) had an expected count less than 5. The minimum expected count was 0.9. Because this question was asked only of presidents, there were only 20 responses which resulted in a high percentage of cells with an expected count less than 5. Therefore, the chi-square test of independence may be invalid due to the small sample. The expected count of 0.9 may also invalidate the results. Table 24 shows a fairly similar response

pattern for both 1982 and 2000 with responses evenly distributed among the response categories. All presidents believed institutional accreditation was burdensome to some degree as there were no responses in the "none" category.

Table 24

The Degree to Which Institutional Accreditation has been Burdensome Answered by Presidents

			1	2	3	A Great Deal 4	Total
Year of study	1982	Count	2	4	3	2	11
		Expected Count	3.3	3.9	2.8	1.1	11.0
	2000	Count	4	3	2	0	9
		Expected Count	2.7	3.2	2.3	.9	9.0
Total		Count	6	7	5	2	20
		Expected Count	6.0	7.0	5.0	2.0	20.0

No opinion responses: n = 3

Hypothesis 21 stated that there was no significant difference between the ratings of the respondents from McDonald's survey and the ratings from the respondents in this survey on the relative costs and benefits to the respective colleges to become accredited with a regional accrediting agency. Data analysis for this hypothesis showed no significant differences in the response pattern between the two groups of respondents: χ^2 (2, N = 90) = .234, p = .890. No cells had an expected count less than 5. The minimum expected count was 8.80. The item response categories were presented as follows:

Costs greatly Exceed benefits			Benefits and costs about equal				Benefits greatly exceed costs		No opinion
-4	-3	-2	-1	0	1	2	3	4	n/o

McDonald collapsed -4 and -3 into one cell, -2 and -1 into one cell, 1 and 2 into one cell, and 3 and 4 into one cell. Because the raw data were not available, -4 and -3 were coded as -4, -2 and -1 were coded as -2, 1 and 2 were coded as 2, and 3 and 4 were coded as 4. Responses of -4 ($\underline{n}$ = 6) and 0 ($\underline{n}$ = 7) were recoded as -2 to collapse the cells. Table 25 shows that the majority of respondents believed that the benefits of institutional accreditation exceed the costs.

Table 25

Relative Costs and Benefits of Institutional Accreditation
Answered by Presidents and Administrators

			-2	2	Benefits greatly exceed costs 4	Total
Year of study	1982	Count	8	16	20	44
		Expected Count	8.8	16.1	19.1	44.0
	2000	Count	10	17	19	46
		Expected Count	9.2	16.9	19.9	46.0
Total		Count	18	33	39	90
		Expected Count	18.0	33.0	39.0	90.0

No opinion responses: $\underline{n}$ = 12

4. Does accreditation accurately monitor non-traditional education?

Hypothesis 15 stated that there was no significant difference between the ratings of the respondents from McDonald's survey and the ratings from the respondents in this survey on the adequacy of accreditation in monitoring non-traditional education. As there was only one item addressing this issue, the significance level was set at .05. Data analysis for this hypothesis showed no significant differences in the response pattern between the two groups of respondents: χ^2 (2, $\underline{N}$ = 88) = 5.754, $\underline{p}$ = .056. No cells had an expected count less than 5. The

minimum expected count was 10.75. Responses of 0 (n = 5) were recoded as 1 and responses of 4 (n = 7) were recoded as 3 to collapse the cells. "No opinion" responses were not included in the analysis. Table 26 shows that the majority of respondents believed that accreditation moderately adequately or adequately monitors nontraditional education. No respondents chose the extreme negative or the extreme positive response category.

Table 26

The Adequacy of Monitoring Nontraditional Education
Answered by Presidents and Administrators

			1	Moderately adequate 2	3	Total
Year of study	1982	Count	14	19	10	43
		Expected Count	10.8	17.1	15.1	43.0
	2000	Count	8	16	21	45
		Expected Count	11.3	17.9	15.9	45.0
Total		Count	22	35	31	88
		Expected Count	22.0	35.0	31.0	88.0

No opinion responses: n = 13

5. What is the involvement of tribal college governing board members in the accreditation process? This question was addressed by items 17 and 18. Because the items were correlated, they were analyzed together. "Don't Know" responses were included in the analysis to ensure the number of cells with an expected count of 5 was greater than 20%. (The differences were not significant with the exclusion of "Don't Know" responses). The Bonferroni method was used to set the significance level at .025.

Hypothesis 17 stated that there was no significant difference between the ratings of the respondents from McDonald's survey and the ratings from the respondents in this survey on whether or not copies of the institutional self-study were distributed to members of the Board. Data analysis for this hypothesis showed no significant differences in the response pattern between the two groups of respondents: χ^2 (2, $\underline{N}$ = 77) = 1.158, $\underline{p}$ = .560. One cell (16.7%) had an expected count less than 5. The minimum expected count was 3.74 which may invalidate the test. Table 27 shows that most governing board members received a copy of the accreditation self-study. Twice as many board members did not know if the board had received the self-study as those who said the board did not receive the self-study.

Table 27

Self-Study Distributed to Governing Board
Answered by Board

			No	Yes	Don't Know	Total
Year of study	1982	Count	6	27	12	45
		Expected Count	5.3	29.2	10.5	45.0
	2000	Count	3	23	6	32
		Expected Count	3.7	20.8	7.5	32.0
Total		Count	9	50	18	77
		Expected Count	9.0	50.0	18.0	77.0

Hypothesis 18 stated that there was no significant difference between the ratings of the respondents from McDonald's survey and the ratings from the respondents in this survey on whether or not there was a discussion by the Board of either the self-study or the visiting team report. Data analysis for this hypothesis showed no significant differences in the response pattern between the two groups of

respondents: χ^2 (2, N = 77) = 2.235, p = .327. One cell (16.7%) had an expected count less than 5. The minimum expected count was 4.57 which may invalidate the test. Table 28 shows that most governing board members discussed the self-study or the visiting team report. A nearly equal number of board members did not know if this discussion had occurred as those who said there was no discussion of these topics.

Table 28

Discussion of Self-Study or Visiting Team Report by Governing Board Answered by Board

			No	Yes	Don't know	Total
Year of study	1982	Count	8	28	9	45
		Expected Count	6.4	31.0	7.6	45.0
	2000	Count	3	25	4	32
		Expected Count	4.6	22.0	5.4	32.0
Total		Count	11	53	13	77
		Expected Count	11.0	53.0	13.0	77.0

6. How acceptable are alternatives to private, voluntary accreditation? This question was addressed by items 5, 6, and 16. Because the items were correlated, they were analyzed together. The Bonferroni method was used to set the significance level at .017. "No opinion" responses were not analyzed.

Hypothesis 5 stated that there was no significant difference between the ratings of the respondents from McDonald's survey and the ratings from the respondents in this survey on the importance of continuing or discontinuing private voluntary accreditation. Data analysis for this hypothesis showed no significant differences in the response pattern between the two groups of respondents: χ^2 (2, N = 73) = 1.271, p = .530.

The item response categories were presented as follows:

Very Very important to discontinue private, institutional accreditation			It doesn't matter whether or not it is continued					important to continue private institutional accreditation
-4	-3	-2	-1	0	1	2	3	4

McDonald collapsed -4 and -3 into one cell, -2 and - 1 into one cell, 1 and 2 into one cell, and 3 and 4 into one cell. Because the raw data were not available, -4 and -3 were coded as -4, -2 and -1 were coded as -2, 1 and 2 were coded as 2, and 3 and 4 were coded as 4. Despite recoding -4 (n = 3) and 0 (n = 5) into -2, two cells (33.3%) still had an expected count less than 5. With one-third of the cells with an expected count of less than five, the test may be invalid. To further collapse the cells would had violated the data. The minimum expected count was 3.84 which may also invalidate the results. Table 29 shows the responses for both studies were heavily weighted toward "very important to continue" private voluntary accreditation. Few respondents thought private voluntary accreditation should be discontinued.

Table 29

The Importance of Continuing or Discontinuing Private Voluntary Accreditation Answered by Administrators

			Little importance to discontinue -2	Little importance to continue 2	Very important to continue 4	Total
Year of study	1982	Count	3	4	28	35
		Expected Count	3.8	5.3	25.9	35.0
	2000	Count	5	7	26	38
		Expected Count	4.2	5.7	28.1	38.0
Total		Count	8	11	54	73
		Expected Count	8.0	11.0	54.0	73.0

No opinion responses: $\underline{n} = 4$

Hypothesis 6 stated that there was no significant difference between the ratings of the respondents from McDonald's survey and the ratings from the respondents in this survey on the position for or against private, voluntary accreditation as presently operating, versus having some form of state or federal regulation to perform the same function. Data analysis for this hypothesis showed no significant differences in the response pattern between the two groups of respondents: χ^2 (2, $\underline{N} = 95$) = .375, $\underline{p} = .829$. Responses of 4 ($\underline{n} = 2$) were recoded as 3 to collapse the cells. One cell (16.7%) had an expected count less than 5. The minimum expected count was 3.79 which may invalidate the results. Table 30 shows the majority of respondents believed private accreditation should continue while few respondents believed that accreditation should be governmentally regulated.

Table 30

Position Concerning Private, Voluntary Accreditation Versus State or Federal Regulation

Answered by Presidents and Board

			Continue Private Accreditation 1	Does not Matter 2	Have Govt Regulation 3	Total
Year of study	1982	Count	42	7	6	55
		Expected Count	42.3	7.5	5.2	55.0
	2000	Count	31	6	3	40
		Expected Count	30.7	5.5	3.8	40.0
Total		Count	73	13	9	95
		Expected Count	73.0	13.0	9.0	95.0

No opinion responses: $\underline{n} = 5$

Hypothesis 16 stated that there was no significant difference between the ratings of the respondents from McDonald's survey and the ratings from the respondents in this survey on the importance of continuing accreditation if the connection with eligibility for federal, state, or private funds were eliminated. Data analysis for this hypothesis showed no significant differences in the response pattern between the two groups of respondents: $\chi^2 (1, \underline{N} = 77) = .345, \underline{p} = .557$. Responses of 1 ($\underline{n} = 7$) were recoded as 2 to collapse the cells. No cells had an expected count less than 5. The minimum expected count was 9.87. Table 31 shows that most respondents believed that it was very important to continue accreditation if the connection with eligibility of funds were eliminated. Most of the other respondents believed it was moderately important to continue accreditation.

Table 31

The Importance of Continuing Accreditation if Connection with Eligibility of Funds were Eliminated
Answered by Administrators

			Moderate 2	Very 3	Total
Year of study	1982	Count	11	27	38
		Expected Count	9.9	28.1	38.0
	2000	Count	9	30	39
		Expected Count	10.1	28.9	39.0
Total		Count	20	57	77
		Expected Count	20.0	57.0	77.0

No opinion responses: n = 2

7. How acceptable are changes to the accreditation process? This question was addressed by items 22 and 23. Because the items were correlated, they were analyzed together. The Bonferroni method was used to set the significance level at .025. "No opinion" answers were not analyzed.

Hypothesis 22 stated that there was no significant difference between the ratings of the respondents from McDonald's survey and the ratings from the respondents in this survey on the desirability of having the visiting team composed of professional evaluators who spend full-time in accreditation assessments. Data analysis for this hypothesis showed no significant differences in the response pattern between the two groups of respondents: χ^2 (4, N = 273) = 1.716, p = .778. The item response categories were presented as follows:

Very undesirable				Neither undesirable nor desirable				Very desirable	No opinion
-4	-3	-2	-1	0	1	2	3	4	n/o

McDonald collapsed -4 and -3 into one cell, -2 and - 1 into one cell, 1 and 2 into one cell, and 3 and 4 into one cell. Because the raw data were not available, -4 and -3 were coded as -4, -2 and -1 were coded as -2, 1 and 2 were coded as 2, and 3 and 4 were coded as 4. No cells had an expected count less than 5. The minimum expected count was 17.54. Table 32 shows a wide variance of responses from "very undesirable" to "very desirable" on the visiting team composed of full-time professional evaluators. The responses were fairly equally distributed among all of the response categories. The least selected category was "neither" (meaning no preference on the desirability of the visiting team composed of full-time professional evaluators).

Table 32

Desirability of Visiting Team composed of Full-Time Professional Evaluators Answered by Presidents, Administrators, and Faculty

			Very undesirable -4	-2	Neither 0	2	Very desirable 4	Total
Year of study	1982	Count	27	23	14	25	25	114
		Expected Count	27.6	22.1	17.5	23.8	23.0	114.0
	2000	Count	39	30	28	32	30	159
		Expected Count	38.4	30.9	24.5	33.2	32.0	159.0
Total		Count	66	53	42	57	55	273
		Expected Count	66.0	53.0	42.0	57.0	55.0	273.0

No opinion responses: n = 31

Hypothesis 23 stated that there was no significant difference between the ratings of the respondents from McDonald's survey and the ratings from the

respondents in this survey on the desirability of having non-educators serve on the visiting team to evaluate institutions. Data analysis for this hypothesis showed no significant differences in the response pattern between the two groups of respondents: χ^2 (4, N = 269) = 3.595, p = .464. The item response categories were presented as follows:

Very undesirable				Neither undesirable nor desirable				Very desirable	No opinion
-4	-3	-2	-1	0	1	2	3	4	n/o

McDonald collapsed -4 and -3 into one cell, -2 and - 1 into one cell, 1 and 2 into one cell, and 3 and 4 into one cell. Because the raw data were not available, -4 and -3 were coded as -4, -2 and -1 were coded as -2, 1 and 2 were coded as 2, and 3 and 4 were coded as 4. No cells had an expected count less than 5. The minimum expected count was 12.40. Table 33 shows a wide variance of responses from "very undesirable" to "very desirable" with a slight preference toward the latter on having non-educators serve on visiting teams. The responses were fairly equally distributed among all of the response categories. The least selected category was "neither" (meaning no preference on the desirability of non-educators serving on visiting teams).

Table 33

Desirability of Non-Educators Serving on Visiting Teams
Answered by Presidents, Administrators, and Faculty

			Very undesirable -4	-2	Neither 0	2	Very desirable 4	Total
Year of study	1982	Count	21	27	10	27	30	115
		Expected Count	21.8	24.8	12.4	30.8	25.2	115.0
	2000	Count	30	31	19	45	29	154
		Expected Count	29.2	33.2	16.6	41.2	33.8	154.0
Total		Count	51	58	29	72	59	269
		Expected Count	51.0	58.0	29.0	72.0	59.0	269.0

No opinion responses: n = 37

8. Is accreditation meeting the tribal college needs? This question was addressed by items 24 and 25. Because the items were correlated, they were analyzed together. The Bonferroni method was used to set the significance level at .025. "Don't Know" responses were not analyzed.

Hypothesis 24 stated that there was no significant difference between the ratings of the respondents from McDonald's survey and the ratings from the respondents in this survey on the belief that the present method of accreditation works. Data analysis for this hypothesis showed no significant differences in the response pattern between the two groups of respondents: χ^2 (1, N = 259) = .672, p = .412. No cells had an expected count less than 5. The minimum expected count was 12.09. Table 34 shows that nearly all of the respondents believed that accreditation works, but 102 people responded "don't know".

Table 34

Does accreditation work?
Answered by All Groups

			No	Yes	Total
Year of study	1982	Count	10	91	101
		Expected Count	12.1	88.9	101.0
	2000	Count	21	137	158
		Expected Count	18.9	139.1	158.0
Total		Count	31	228	259
		Expected Count	31.0	228.0	259.0

Don't know responses: n = 102

Hypothesis 25 stated that there was no significant difference between the ratings of the respondents from McDonald's survey and the ratings from the respondents in this survey on whether Indian colleges should have their own accreditation association. Data analysis for this hypothesis showed no significant differences in the response pattern between the two groups of respondents: χ^2 (1, N = 322) = .477, p = .490. No cells had an expected count less than 5. The minimum expected count was 74.09. Table 35 shows the respondents were evenly divided on whether an Indian accreditation agency should be formed.

Table 35

Should an Indian accreditation agency be formed?
Answered by All Groups

			No	Yes	Total
Year of study	1982	Count	71	80	151
		Expected Count	74.1	76.9	151.0
	2000	Count	87	84	171
		Expected Count	83.9	87.1	171.0
Total		Count	158	164	322
		Expected Count	158.0	164.0	322.0

Don't know responses: n = 51

Item 26, "If so, should this Indian association replace current accrediting associations?" was a follow-up question to item 25. Item 26 was not asked of the 1982 survey respondents, so comparisons between the two groups could not be made. Although item 26 was asked of all participants, only 166 people responded as the question was generally only answered by those who responded "yes" to item 25. Ninety people responded "no," 43 responded "yes," and 33 responded "don't know". Of the respondents who thought an Indian accreditation agency should be formed, most thought it should not replace existing accreditation agencies.

Further analysis compared how responses for each item differed between American Indians and Anglos again using the chi-square test of independence. Because demographic information was not available for the 1982 study, this comparison was for the 2000 study only. The data were recoded as in the year of study (1982 or 2000) by item comparisons above. One exception to this is noted below. "No opinion" and "Don't know" responses were not analyzed. "Mixed" (n = 8) and "Other" (n = 1) ethnicities were not analyzed so the comparison was between American Indians and Anglos only. Correlated items were grouped together as in the year of study (1982 or 2000) by item comparisons above, and the Bonferroni method was used the same way to set the significance level for each group of comparisons.

Questions asked only of presidents (items 11, 19, 20) and administrative officers (items 5, 16) were not analyzed because too few of each group participated to make this analysis valid. Questions asked of board members only (items 17, 18) were not analyzed because all board members were American Indian making a comparison

of ethnicity pointless. Item 16 was not analyzed because fifty percent of the cells had an expected count less than five. Further collapsing of the cells would have left only one response category. Tables where responses significantly differed by ethnicity are described below.

Data analysis for item four, the importance of accreditation in protecting institutions against encroachments which might jeopardize their educational effectiveness or academic freedom, showed a significant difference in the response pattern between American Indians and Anglos: χ^2 (2, $\underline{N}$ = 107) = 11.715, $\underline{p}$ = .003. The significance level was set at .0125. No cells had an expected count less than 5. The minimum expected count was 9.96. Responses of 0 ($\underline{n}$ = 4) and 1 (n = 7) were recoded as 2 to collapse the cells. Table 36 shows that a higher percentage of Indians believed that the accreditation function of protecting institutions against encroachments was of great importance while Anglos rated the importance of this function more moderately. Although both Indians and Anglos most frequently responded "a great deal", a much higher percentage of Anglos rated the importance as moderate or between moderate and a great deal.

Table 36

Responses by Ethnicity to the Importance of Protecting Institutions Against Encroachments
Answered by Presidents and Faculty

			1	Moderate 2	3	A Great Deal 4	Total
Ethnicity	American Indian	Count	1	3	9	28	41
		Expected Count	2.7	8.0	10.0	20.3	41.0
	Anglo	Count	6	18	17	25	66
		Expected Count	4.3	13.0	16.0	32.7	66.0
Total		Count	7	21	26	53	107
		Expected Count	7.0	21.0	26.0	53.0	107.0

No opinion responses: $\underline{n} = 16$

Data analysis for item eight, the effects of the institutional self-study on the respective institution, showed a significant difference in the response pattern between American Indians and Anglos: $\chi^2 (3, \underline{N} = 138) = 19.001, \underline{p} < .0005$. The significance level was set at .01. One cell (12.5%) had an expected count less than 5. The minimum expected count was 3.91 which may invalidate the results. Table 37 shows that a higher percentage of Indians highly rated the importance of the self-study effects while Anglos rated the importance of these effects more moderately. The highest number of responses for Indians was "great importance" while the highest number of responses for Anglos was "moderate importance".

Table 37

Responses by Ethnicity to the Importance of Institutional Self-Study Effects Answered by Presidents and Faculty

			1	Moderate Importance 2	3	Great Importance 4	Total
Ethnicity	American Indian	Count	2	4	26	28	60
		Expected Count	3.9	13.5	21.3	21.3	60.0
	Anglo	Count	7	27	23	21	78
		Expected Count	5.1	17.5	27.7	27.7	78.0
Total		Count	9	31	49	49	138
		Expected Count	9.0	31.0	49.0	49.0	138.0

No opinion responses: n = 46

There was a significant difference in the response pattern between American Indians and Anglos concerning whether Indian colleges should have their own accreditation association: χ^2 (2, N = 145) = 15.478, p < .0005. The significance level was set at .017. No cells had an expected count less than 5. The minimum expected count was 32.81. Table 38 shows that nearly twice as many Indians believed that an Indian accreditation agency should be formed while nearly twice as many Anglos believed that such an agency should not be formed.

Table 38

Responses by Ethnicity to Should an Indian accreditation agency be formed? Answered by All Groups

			No	Yes	Total
Ethnicity	American Indian	Count	28	50	78
		Expected Count	39.8	38.2	78.0
	Anglo	Count	46	21	67
		Expected Count	34.2	32.8	67.0
Total		Count	74	71	145
		Expected Count	74.0	71.0	145.0

Each item was also analyzed to see if the responses differed between presidents, administrative officers, board members, and faculty again using the chi-square test of independence. Because demographic information was not available for the 1982 study, this comparison was for the 2000 study only. The data were recoded as in the year of study (1982 or 2000) by item comparisons above. "No opinion" and "Don't know" responses were not analyzed. Correlated items were grouped together as in the year of study (1982 or 2000) by item comparisons above, and the Bonferroni method was used the same way to set the significance level for each group of comparisons. Items asked of only one group were not analyzed because a between-group comparison could not be made. For each item, none of the responses significantly differed between presidents, administrative officers, board members, and faculty. Presidents tended to view accreditation most positively while faculty viewed it most negatively. However, of the four groups, the presidents had the highest percentage of respondents who believed an Indian accreditation agency should be formed while faculty had the lowest percentage. No presidents thought an Indian

accreditation agency should replace the existing agencies while at least one-third of the respondents for each of the other groups thought an Indian accreditation agency should replace the existing agencies.

The responses for each item were analyzed to see how they differed between the different types of schools again using the chi-square test of independence. School type was defined by the highest degree offered (Associate of Arts, Bachelor of Arts, Master of Arts) by the various institutions. Because demographic information was not available for the 1982 study, this comparison was for the 2000 study only. The data were recoded as in the year of study (1982 or 2000) by item comparisons above. One exception to this is noted below. "No opinion" and "Don't know" responses were not analyzed. Correlated items were grouped together as in the year of study (1982 or 2000) by item comparisons above, and the Bonferroni method was used the same way to set the significance level for each groups of comparisons. Ten items could not be analyzed because too few respondents invalidated the test. Tables where responses significantly differed by school type are described below.

Data analysis for item nine, the accuracy of the last visiting team's judgements and suggestions concerning the respective institution showed a significant difference in the response pattern between different school types: χ^2 (4, $\underline{N}$ = 147) = 22.146, $\underline{p} < .0005$. The significance level was set at .01. No cells had an expected count less than 5. The minimum expected count was 6.9. Responses of 1 ($\underline{n}$ = 10) were recoded as 2 to collapse the cells. Table 39 shows that respondents employed at

schools where the highest degree offered was the Associate of Arts degree rated more highly the accuracy of the visiting team's judgments and suggestions than did respondents at the other two types of schools.

Table 39

Responses by School Type on the Accuracy of Visiting Team's Judgements and Suggestions
Answered by Presidents, Administrators, and Faculty

			Moderate 2	3	A Great Deal 4	Total
Highest degree	AA	Count	16	32	25	73
offered		Expected Count	25.3	30.3	17.4	73.0
	BA	Count	16	23	6	45
		Expected Count	15.6	18.7	10.7	45.0
	MA	Count	19	6	4	29
		Expected Count	10.1	12.0	6.9	29.0
Total		Count	51	61	35	147
		Expected Count	51.0	61.0	35.0	147.0

AA=Associate of Arts (n = 10), BA=Bachelor of Arts (n = 2), MA=Master of Arts (n = 2)

Data analysis for item ten, the help/hindrance of the last visiting team's judgements and suggestions pertaining to the respective institution, showed a significant difference in the response pattern between different school types: χ^2 (4, N = 107) = 14.917 p = .005. The significance level was set at .01. One cell (11.1%) had an expected count less than 5. The minimum expected count was 3.74 which may invalidate the results. Table 40 shows that respondents employed at schools where the highest degree offered was the Associate of Arts degree rated more highly the helpfulness of the visiting team's judgments and suggestions than did respondents at the other two types of schools.

Table 40

Responses by School Type on the Helpfulness or Hindrance of Visiting Team's Judgements and Suggestions
Answered by Presidents and Faculty

			Neither 0	2	Important Help 4	Total
Highest degree offered	AA	Count	6	17	32	55
		Expected Count	10.3	20.6	24.2	55.0
	BA	Count	6	17	9	32
		Expected Count	6.0	12.0	14.1	32.0
	MA	Count	8	6	6	20
		Expected Count	3.7	7.5	8.8	20.0
Total		Count	20	40	47	107
		Expected Count	20.0	40.0	47.0	107.0

AA=Associate of Arts (n = 10), BA=Bachelor of Arts (n = 2), MA=Master of Arts (n = 2)

Data analysis for item twenty-two, the desirability of having the visiting team composed of professional evaluators who spend full-time in accreditation assessments, showed a significant difference in the response pattern between different school types: χ^2 (8, N = 159) = 20.166 p = .01. The significance level was set at .025. No cells had an expected count less than 5. The minimum expected count was 5.11. Table 41 shows that a high number of respondents employed at schools where the highest degree offered was the Associate of Arts degree rated the desirability of the visiting team composed of full-time professional evaluators as "very undesirable" and between "neither undesirable nor desirable" and "very desirable". The responses were more evenly distributed among the response categories for respondents at the other two types of schools.

Table 41

Responses by School Type on the Desirability of Visiting Team composed of Full-Time Professional Evaluators
Answered by Presidents, Administrators, and Faculty

			Very undesirable -4	-2	Neither 0	2	Very desirable 4	Total
Highest degree offered	AA	Count	23	10	8	23	17	81
		Expected Count	19.9	15.3	14.3	16.3	15.3	81.0
	BA	Count	12	14	13	3	7	49
		Expected Count	12.0	9.2	8.6	9.9	9.2	49.0
	MA	Count	4	6	7	6	6	29
		Expected Count	7.1	5.5	5.1	5.8	5.5	29.0
Total		Count	39	30	28	32	30	159
		Expected Count	39.0	30.0	28.0	32.0	30.0	159.0

AA=Associate of Arts (n = 10), BA=Bachelor of Arts (n = 2), MA=Master of Arts (n = 2)

Data analysis for item twenty-four, the belief that the present method of accreditation works, showed a significant difference in the response pattern between different school types: χ^2 (2, N = 158) = 21.445 p < .0005. The significance level was set at .017. One cell (16.7%) had an expected count less than 5. The minimum expected count was 3.06 which may invalidate the test. Table 42 shows that respondents employed at schools where the highest degree offered was the Master of Arts degree were fairly evenly divided on whether accreditation works. Many more respondents at the other two types of schools believed accreditation works than those who believed it does not work.

Table 42

Responses by School Type on Does accreditation work?
Answered by All Groups

			No	Yes	Total
Highest degree offered	AA	Count	8	81	89
		Expected Count	11.8	77.2	89.0
	BA	Count	3	43	46
		Expected Count	6.1	39.9	46.0
	MA	Count	10	13	23
		Expected Count	3.1	19.9	23.0
Total		Count	21	137	158
		Expected Count	21.0	137.0	158.0

AA=Associate of Arts (n = 10), BA=Bachelor of Arts (n = 2), MA=Master of Arts (n = 2)

Data analysis for item twenty-five, whether Indian colleges should have their own accreditation association, showed a significant difference in the response pattern between different school types: χ^2 (2, N = 171) = 12.489 p = .002. The significance level was set at .017. No cells had an expected count less than 5. The minimum expected count was 15.23. Table 43 shows that respondents employed at schools where the highest degree offered was the Associate of Arts degree were fairly evenly divided on whether an Indian accreditation agency should be formed. Twice as many respondents employed at schools where the highest degree offered was the Bachelor of Arts degree believed an Indian accreditation agency should not be formed, while twice as many respondents employed at schools where the highest degree offered was the Master of Arts degree believed an Indian accreditation agency should be formed.

Table 43

Responses by School Type on Should an Indian accreditation agency be formed? Answered by All Groups

			No	Yes	Total
Highest degree offered	AA	Count	46	48	94
		Expected Count	47.8	46.2	94.0
	BA	Count	32	14	46
		Expected Count	23.4	22.6	46.0
	MA	Count	9	22	31
		Expected Count	15.8	15.2	31.0
Total		Count	87	84	171
		Expected Count	87.0	84.0	171.0

AA=Associate of Arts (n = 10), BA=Bachelor of Arts (n = 2), MA=Master of Arts (n = 2)

SUMMARY

In conclusion, responses for five items varied by school type (highest degree offered at the various institutions). These items were: accuracy of the visiting team's judgements, help/hindrance of the visiting team, desirability of professional evaluators serving on visiting teams, success of accreditation, and the desirability of the establishment of an Indian accreditation association. Responses for three items varied by ethnicity of the respondents: the importance of accreditation in protecting institutions against encroachments, the effects of the self-study, and the desirability of the establishment of an Indian accreditation association. No significant differences in item responses existed between groups (presidents, chief administrative officers, full-time faculty, and governing board members). Of the 25 item response comparisons made between McDonald's 1982 study and this present study, only one significant

difference was found: the extent to which accreditation hindered desirable change. Interpretation and conclusions based on these results are presented in Chapter V.

CHAPTER V
CONCLUSIONS

INTRODUCTION

Chapter IV provided the results from the data analysis. This chapter summarizes and explains these results. It begins with an analysis of the response rate and how the respondents from this present study differed from the respondents from McDonald's 1982 study. An explanation of participant demographics follows. A discussion of the comparison of item responses between McDonald's 1982 study and this study ensues. Item responses are summarized by presenting results from the eight questions stated in Chapter I. Then, reasons for variance of item responses based on ethnicity and group (presidents, chief administrative officers, full-time faculty, and governing board members) are presented. The chapter concludes with recommendations based on this study's results and areas for further research.

RESPONSE RATE

The 1982 study had a higher response rate (62%) than this study (42%). This may be because few studies of tribal colleges were conducted in 1980 (when the survey was administered). The frequency with which tribal colleges receive research requests necessitated the establishment of Research Review Committees at two of the colleges. Tribal college officials may be less inclined to participate in surveys due to the frequency of research requests. In addition, as president of a tribal college, McDonald's position may have contributed to a higher response rate.

With a response rate of less than 50%, one concern is the bias effect of the non-respondents. Higher education research on this issue provides mixed conclusions. Grosset (1994) found there was a bias effect when conducting a mail survey of Philadelphia Community College graduates, while Clark and Boser (1995) found "there was no evidence that data collected after about 50% of the sample had responded resulted in any meaningful difference in survey results" for University of Tennessee teacher education graduates (p. 1). Boser and Green (1997) studied response rates of published mail surveys in the fields of education, psychology, marketing and business, and sociology from 1931-1995. Because this study focused on published surveys, the response rate may be positively skewed by publication standards that require minimum response rates in order to qualify for publishing. However, the results are worth noting. For 1991-1995 (the most recent period in their study), the mean response rate was 42%. The mean rate for postsecondary educators was 54%.

PARTICIPANT DEMOGRAPHICS

Interestingly, the sex distribution among the different groups (presidents, faculty, administrators, and board members) was fairly similar. The largest disparity was among the presidents. Although only one female president (12.5%) participated in this study, 12 (36%) of the 33 tribal college presidents are female.

Examining years in current position and years with this tribal college illustrated that turnover was high, as the majority of people were new to their positions and new to their tribal colleges. Faculty and staff turnover at tribal colleges

is known to be high, but the causes are not always known. For non-Indians living on the reservation, isolation and cultural differences may be contributing factors to their short tenure at tribal colleges. Low salaries may also be a contributing factor.

Comparing ethnicity by group (presidents, chief administrative officers, full-time faculty, and governing board members) illustrated interesting differences. American Indians constituted a majority for all of the groups except faculty. All governing board members were American Indian which is to be expected, as one of the definitions of a tribal college is that it is governed by a board with a majority of Indian members. Only 36% of the faculty respondents were American Indian. One explanation for this is that tribal colleges have had difficulty obtaining and retaining faculty, and have especially had difficulty in finding qualified Indian faculty members. American Indians have the lowest level of educational attainment of any ethnic group in the United States, so if tribal colleges seek faculty with college degrees, they often must search beyond their reservation to fill these positions.

Examining how ethnicity varied by school type (highest degree offered at the various institutions) showed more American Indians were employed by schools where the highest degree offered was the Associate of Arts degree and the Master of Arts degree, while more Anglos were employed by schools where the highest degree offered was a Bachelor of Arts degree. The reasons for these differences were difficult to interpret as 10 of the 14 schools offer Associate of Arts as their highest degree, while only two each offer Bachelor of Arts and Master of Arts as their highest degree. However, the number of respondents did not follow these proportions as 57%

of the respondents were from schools where the highest degree offered was Associate of Arts degree, 28% were from schools where the highest degree offered was Bachelor of Arts degree, and 15% were from schools where the highest degree offered was Master of Arts degree. This disproportionate participant rate as well as varying response rates among the different types of schools made insight into the causes for these differences difficult if not impossible.

Examining year of study (McDonald's 1982 study and this year 2000 study) by group (presidents, chief administrative officers, full-time faculty, and governing board members) revealed differences in the participation proportions of the different groups. A higher percentage of faculty (61%) participated in this study than in the 1982 study (46%). The 1982 study had a higher percentage of presidents and board members participating, and administrator participation was nearly equal for both studies. The difference in participation proportions for the groups may be explained by the growth of the colleges since 1982. The number of administrators and board members has most likely remained fairly constant or increased slowly, while the number of faculty has increased at a higher rate. Therefore, a higher percentage of tribal college employees are faculty now than in 1982.

ITEM RESPONSES

The primary comparison of the study examined how responses differed between 1982 and now. Of the 25 items compared, only one had a significantly different response pattern. This was item #13, the extent that institutional accreditation hinders desirable change in the respective institution. More people in the

2000 study responded that accreditation hinders desirable change. This may be because now that these institutions are established, they are seeking changes such as adding programs and degrees, and may now experience a different relationship with accrediting agencies than when they were new. Newer institutions are more focused on earning initial accreditation for their existing programs while established institutions may be seeking accreditation agency approval for changes in programs, degrees, etc. and/or accreditation reaffirmation. Therefore, participants in the 2000 study believed accreditation hinders desirable change to a greater extent than participants in the 1982 study did. One administrative officer at a four-year college said, "the self-study and evaluation visit work okay. The between-time hoops to add new programs, degrees, certificates, locations, and distance learning changes are overly restrictive."

It is interesting to note that despite the changes in accreditation (such as agencies emphasizing assessment over minimum standards) and the changes in the tribal colleges since 1982, tribal college administrator, faculty, and board member perceptions and attitudes toward accreditation remain largely unchanged. None of the colleges was accredited in 1980 at the time of McDonald's study. All but one is now accredited. Summaries for responses for each of the eight questions are below. As the responses for McDonald's study and this study were significantly different for only one item, the responses for both studies are discussed together.

Question 1: How do tribal college administrators rate the importance of various accreditation functions? The importance of the four accreditation functions

was highly rated. The importance of protecting institutions against encroachments was the least highly rated of the four functions. Fewer people answered this item. Judging from the comments (Appendix G)[6], this was due to lack of understanding of the question (respondents were not clear as to what "encroachments' referred). In general, it appeared tribal college officials believed the functions of accreditation are important.

Question 2: Is specialized accreditation or institutional accreditation more important to tribal colleges? Institutional accreditation was rated as more important than specialized accreditation, although a number of respondents said the two types of accreditation were equally important. This latter response may be dependent upon individual respondent disciplines because some programs such as nursing require specialized accreditation. Still, institutional accreditation was rated most important. A faculty member at a four-year college said, "Without institutional accreditation, it would often be impossible to get specialized accreditation."

Question 3: What is the impact of accreditation on tribal colleges? The answer to this question covered a wide range of issues. The importance of the institutional self-study effects was rated highly by respondents. Some respondents who rated the self-study impact as low commented that their colleges did not follow-up on the self-study findings. The most frequent response for the accuracy of the visiting team's judgements was between "moderate" and "a great deal." The help/hindrance of the

[6] Survey respondents were invited to write comments on the questionnaires. The comments are discussed in more detail later in Chapter V.

last visiting team's judgements and suggestions was rated as "helpful" or "very helpful." Each of the above three items had a large number of "no opinion" responses. This may be because many participants were relatively new to their college so they may not have been there when the last self-study and/or team visit occurred.

Approximately half of the presidents made budget changes and most presidents recommended changes (in areas other than the budget) as a result of the self-study. Most respondents highly rated the extent to which accreditation helps desirable change. A faculty member at a four-year college commented, "Because of the 'newness' of most Tribal Colleges, I believe the accrediting process offers a very important standard for individual and institutions new to education." The extent to which accreditation hinders desirable change responses differed significantly between the two studies, and was discussed above. Most respondents believed that accreditation does not prevent undesirable change, and the next most frequent response was that accreditation had moderately helped prevent undesirable change. Only presidents responded to the question of whether institutional accreditation had been burdensome. Their responses were fairly evenly distributed among the five response categories ("none" to "a great deal"). Most respondents felt that the benefits of institutional accreditation exceeded the costs.

The responses to questions #1, #2, and #3 illustrate the importance and significant impact of institutional accreditation on tribal colleges. This may be because small and new institutions are more likely to be highly impacted by

accreditation. In addition, accreditation legitimizes tribal colleges within the higher education community, so accreditation's functions were viewed as important.

Question 4: Does accreditation accurately monitor non-traditional education? Respondents felt that accreditation was moderately accurate or accurate in monitoring non-traditional education. Accreditation agencies are sometimes accused of lacking innovation and the ability to monitor properly new trends in higher education. Tribal college officials rated this item lower than the other functions of accreditation perhaps illustrating that accreditation agencies need to improve in the area of monitoring non-traditional education.

Question 5: What is the involvement of tribal college governing board members in the accreditation process? Most board members received a copy of the self-study and discussed the self-study and/or the visiting team report. Board members are often highly respected community leaders on their reservation and their involvement, or at least awareness of, the accreditation process was valued by college administrators to the point where they were informed and involved in discussions of the process.

Question 6: How acceptable are alternatives to private, voluntary accreditation? Most respondents believed that private voluntary accreditation should continue. They also believed that private accreditation was more favorable than state or federal regulation. Tribal colleges currently are heavily reliant on the federal government for operational funds, and therefore tribal college officials may prefer to keep the accreditation process in the private sector so as to be less dependent on the

federal government. Most respondents believed private accreditation should be continued even if the connection with eligibility of funds was eliminated. Tribal college officials believed the importance of accreditation extends beyond its link to eligibility for federal funds. For example, one person said private accreditation should be continued because it allows students to transfer courses to other institutions.

Question 7: How acceptable are changes to the accreditation process? The desirability of visiting teams composed of full-time professional evaluators or having non-educators serve on visiting teams provided a wide array of responses from very undesirable to very desirable. Some people thought it was favorable to involve full-time professional evaluators and non-educators, while others feared these people would not have the proper educational background to make knowledgeable judgements. Tribal college officials may be more open to changing the composition of the visiting teams because they believed the current visiting team members do not adequately assess their institutions. One suggested change was to include more tribal college or other minority institutional representatives on visiting teams.

Question 8: Is accreditation meeting the tribal college needs? Many of the participants responded "don't know." This may illustrate that this broad question was difficult to answer. Of those who choose "yes" or "no," the vast majority of people responded that accreditation works. Respondents were evenly divided on the question of whether an Indian accreditation agency should be formed. As described below, the different responses were received from American Indians as compared with Anglos. Twice as many people believed that an Indian accreditation agency should not replace

the current accreditation agencies. Comments showed that people believed an Indian accrediting association should complement the existing agencies to aid with the cultural understanding of tribal colleges.

As mentioned above, comments were received for nearly every item. In addition, supplemental comments were welcomed at the conclusion of the survey. Some of the comments are used throughout this chapter to emphasize reasons people may have responded as they did. Because these comments were numerous and covered a wide range of subjects, it is difficult to succinctly summarize them. However, a couple of themes emerged. One common comment related to how cultural issues of the tribal colleges were often misunderstood or not properly accounted for by accreditation agencies. Other comments said the reason accreditation was not beneficial to their institutions was that their colleges did not act upon the self-study findings or the visiting team's suggestions. Many people said accreditation was positive for their colleges, and put them on an equal level with other educational institutions.

Further analysis examined different response patterns of American Indians and Anglos. Three items produced significant differences. More American Indians believed accreditation's function of protecting institutions against encroachments was important. This may be explained by the relationship between tribal councils and tribal colleges. This sometimes problematic relationship, and how it is affected by accreditation is discussed in Wabaunsee's (1998) dissertation which was summarized in Chapter II. It appears American Indians believed accreditation should protect the

colleges from tribal council encroachments. Several respondent comments addressed this issue. A faculty member at a two-year college said, "Tribal politics, if left unchecked without buffers/barriers, can jeopardize our basic educational foundations. Controls need to be in place for external as well as internal interference that can thwart the educational process."

American Indians rated the importance of institutional self-study effects higher than Anglos. The cause for this difference was difficult to determine. Perhaps Indians rate the important of the self-study higher because it is a systematic written review that may not be native to their cultures. Anglos, on the other hand, may view the self-study as too similar to other reports they must produce.

Significantly more American Indians than Anglos believed an Indian accreditation agency should be formed. Many respondents commented on this item. Some American Indians believed that accreditation agencies do not properly account for cultural differences on which the colleges are based. Other respondents believed that there should not be an Indian accrediting association, as it might not be regarded as an equal to the existing accrediting agencies.

RECOMMENDATIONS

The following recommendations are based on the findings from this study.

Tribal colleges should continue to obtain and maintain accreditation with the regional accrediting associations. As the impact and the importance of institutional accreditation were highly rated by participants, accreditation is viewed as very important to the success of the tribal colleges.

Tribal college representatives and regional accrediting association representatives should continue working together to help the latter understand the unique characteristics of tribal colleges. Many tribal college officials feel that the missions of their colleges are not adequately understood by accreditation officials. Tribal college officials and accreditation agency officials should collaborate so that the mission of each is adequately understood by the other party. This may help the accreditation process proceed more smoothly. In addition, more tribal college representatives should serve as accreditation Consultant-Evaluators. This may help alleviate the issue of visiting team members not fully understanding tribal college missions.

Tribal colleges and AIHEC should carefully investigate the benefits and costs of establishing their own accreditation association. Many tribal college officials, especially American Indians, favor the establishment of an Indian accreditation agency. A feasibility study should be undertaken to see if the benefit to the tribal colleges would outweigh the costs of establishing this organization. This feasibility study should include a mission statement so that the purpose of and need for the organization are clear. This statement should also clarify the Indian accreditation agency's relationship to existing accrediting agencies.

AREAS FOR FURTHER RESEARCH

The areas for further research are based on the recommendations and the conclusions above. The first two areas for further research are suggested changes to a future tribal college accreditation study. The next area focuses on high turnover of

tribal college faculty and staff. The following areas focus on further research on the impact of accreditation and potential changes in the accreditation process.

A future accreditation study should include all tribal colleges. The 14 tribal colleges in this study were among the more established of the 33 tribal colleges. Do tribal college officials at newer institutions hold the same views toward accreditation as those at established institutions? Seemingly, newer institutions may have different needs regarding accreditation (initial accreditation versus re-accreditation). It would be interesting to see how this affects views toward accreditation. Including all of the colleges could also provide a means of comparison between accredited and non-accredited institutions.

For a future accreditation study, consideration should be given to revamping the study questionnaires so more people are asked each item. This would present a more accurate picture of how the different groups view accreditation. For example, in the current questionnaire only administrators were asked to rate the importance of continuing or discontinuing private voluntary accreditation. General questions such as this could be asked of all participants to gain a better understanding of how tribal college officials view accreditation.

The causes for high turnover of faculty and staff at tribal colleges should be studied. Tribal colleges sometimes have a difficult time retaining staff and especially faculty. Discovering the causes of this may lead to higher retention rates. For example, if Anglo employees are leaving due to cultural differences, cultural education programs could be established to address this issue.

Factors that lead tribal colleges to successful initial accreditation should be studied. Accreditation clearly is very important to tribal college officials. The initial accreditation process can be overwhelming, especially to a minimally staffed, newly founded institution. Identifying factors that lead to successful initial accreditation may help newer colleges successfully navigate this process. This in turn will help these institutions become successful as accreditation enables funding, transfer of credits, etc.

Ways to make accreditation less burdensome to tribal colleges should be analyzed. Although accreditation may be especially beneficial to new and small institutions, it may also disproportionately burden them as they have fewer resources (monetary, personnel, etc.) with which to carry out the process. Therefore, making accreditation less burdensome to these institutions could decrease the time it takes tribal colleges to achieve initial accreditation.

The specific ways in which accreditation hinders desirable change should be studied. Significantly more respondents in the 2000 study believed accreditation hinders desirable change than in the 1982 study. Identifying the specific ways in which accreditation hinders desirable change could help the accreditation agencies strengthen their relationship with tribal colleges.

Involving full-time professional evaluators and non-educators in accreditation visiting teams should be explored. Many respondents were in favor of changing the composition of visiting teams by including professional evaluators and non-educators. Research could determine the positives and negatives of these

changes. Further research could also determine why these changes are desired by some tribal college officials.

The reasons why American Indians would like their own accreditation agency should be studied further. Research could identify what needs are not being met by the current system and/or what is inadequate about the current system. Researching the causes for dissatisfaction with the current system could allow accreditation agencies to make changes to meet tribal college officials' accreditation expectations.

SUMMARY

Despite the majority of American Indians at tribal colleges wishing to establish an Indian accreditation agency, tribal college officials are generally satisfied with accreditation. Most aspects of accreditation were highly rated, with a few exceptions. Respondents in this current study believed that accreditation hindered desirable change more than respondents did in 1982. Respondents for both studies did not rate the accuracy of accreditation in monitoring non-traditional education as highly as other accreditation functions. In addition, respondents for both studies did not believe accreditation prevents undesirable change. Other than the above exceptions, the impact and functions of accreditation were highly rated. Most respondents believed private, voluntary accreditation should continue.

The responses for the three items that varied by ethnicity of the participants (the importance of accreditation in protecting institutions against encroachments, the effects of the self-study, and the desirability of the establishment of an Indian

accreditation association) seemed to be primarily attributable to cultural issues. Some tribal college officials, especially American Indians, believed accreditation associations do not sufficiently account for the cultural components of tribal colleges.

Although dramatic changes in accreditation and in the tribal colleges have occurred since 1982, attitudes and perceptions toward accreditation remain largely unchanged. However, the issue of accreditation warrants further exploration as accreditation continues to be a prominent issue in tribal colleges.

APPENDIX A: McDONALD STUDY QUESTIONNAIRES

IMPACTS OF ACCREDITATION ON TRIBAL COLLEGES

IN COOPERATION WITH

American Indian Higher
Education Consortium
Commission on Colleges
Northwest Association of
Schools and Colleges

1980

A STUDY OF THE IMPACTS OF ACCREDITATION

Questionnaire for

ADMINISTRATIVE OFFICERS

_____
Institution

Purpose of the Study:
This questionnaire is part of a study to facilitate "self-improvement" in the accreditation process of tribal colleges

The Study is Directed by:

Joe McDonald
Salish Kootenai
Community College
Box 117
Pablo, MT 59855
Phone: (406) 675-4800

INTRODUCTORY NOTE:

These questions focus on the comprehensive accreditation of post-secondary institutions, and not on the specialized accreditation of particular fields within an institution, such as law or engineering.

YOU ARE INVITED to write comments in the margins in order to present you views more accurately or fully, if the format of the questions hinders your response.

GENERAL OPINIONS ABOUT ACCREDITATION

1. Following are some of the major purposes of accreditation. Please rate the importance of each accreditation purpose as a means of helping maintain and improve the quality of higher education in this region.

   Then, please rate the success with which you believe each purpose is now being served.

   (Circle the number best reflecting your views.)

   Purposes of Accreditation

   a. Fostering excellence through development of criteria and guidelines for assessing educational effectiveness.

	None		Moderate		A Great Deal		No Opinion
(1) Importance of the purpose:	0	1	2	3	4		n/o
(2) Success in serving the purpose:	0	1	2	3	4		n/o

b. Encouraging institutional improvement through continuous self-study and evaluation.

	None		Moderate		A Great Deal	No Opinion
(1) Importance of the purpose:	0	1	2	3	4	n/o
(2) Success in serving the purpose:	0	1	2	3	4	n/o

c. Helping to provide assurance that an institution has appropriate educational objectives, and appears to be accomplishing them substantially.

(1) Importance of the purpose	0	1	2	3	4	n/o
(2) Success in serving the purpose:	0	1	2	3	4	n/o

2. If any connection between being accredited and being eligible for federal, state, or private funds were completely eliminated, how much would this change the importance of regionally accrediting post-secondary institutions?

_____ There would be no further need for regional accreditation

_____ It would still be at least moderatley important to continue accreditation

_____ It would still be very important to continue accreditation

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3. How would your institution regard the importance of continuing or discontinuing private, voluntary institutional accreditation?

Very important to discontinue private, institutional accreditation			It doesn't matter whether or not it is continued			Very important to continue private, institutional accreditation	
4	3	2	1	0	1	2	3	4

4. Institutional accreditation is sometimes accused of hindering change in institutions.

Please circle the number that best represents your general view about the extent to which accreditation has:

	None		Moderate		A Great Deal	No Opinion
a. Helped desirable change in this institution	0	1	2	3	4	n/o
b. Hindered desirable change	0	1	2	3	4	n/o
c. Prevented undesirable change	0	1	2	3	4	n/o

5. Institutional accreditation is sometimes accused of failing to monitor adequately new, innovative programs and delivery systems generally refereed to as nontraditional education. Please circle the number that best represents your opinion as to the adequacy of accreditation in monitoring nontraditional education:

Not adequate		Moderately adequate		Very adequate	No Opinion
0	1	2	3	4	n/o

6. We would like to get some idea about the general effects of the institutional self-study, and of the accreditation team visit.

   In your view, how important for your institution were the effects of each part of the accreditation process during the last accreditation cycle?

Effects	No importance		Moderate		Great importance	No Opinion
a. The Institutional Self-Study:	0	1	2	3	4	n/o
b. The Accreditation Team Visit:	0	1	2	3	4	n/o

SOME PROBLEMS AND COSTS OF ACCREDITATION

7. In your view, what are the relative costs and benefits for your institution of institutional (regional) accreditation?

Costs greatly exceed benefits			Benefits and costs about equal			Benefits greatly exceed costs			No Opinion
-4	-3	-2	-1	0	1	2	3	4	n/o

OPINIONS AOBUT POTENTIAL CHANGES IN ACCREDITATION

8. Some of the changes in accreditation practice that have been suggested by various people are listed below:

Please give us your views about the desirability of these changes.

(a) Have the visiting team composed of professional evaluators who spend full-time in accreditation assessments.

Very undesirable				Neither undesirable nor desirable			Very desirable		No Opinion
4	3	2	1	0	1	2	3	4	n/o

(b) In addition to involving non-educators (Board members, students alumni, advisory committee members) in the self-study process, have non-educators serve on the visitng teams to evaluate institutions.

4	3	2	1	0	1	2	3	4	n/o

(c) Provide more specific evaluation information to the public, such as some kind of rank order ratings for institutions in the region, or release of accreditation team reports.

4	3	2	1	0	1	2	3	4	n/o

(d) Make the accreditation team visit more comprehensive and intensive, for example by increasing the size of the team, the length of their visit, and the information on which they base their assessment.

4	3	2	1	0	1	2	3	4	n/o

(e) Make accreditation continuous by examining in-depth a few areas each year rather than trying to examine the entire institution every five or ten year.

4 3 2 1 0 1 2 3 4 n/o

(f) Develop and use a set of consistent, explicit questions for assessing all institutions in the region.

4 3 2 1 0 1 2 3 4 n/o

EXAMPLES OF ACCREDITATION IMPACTS

9. Can you give us any specific examples of either positive or negative impacts you have observed to result from the work of accreditation? How has accreditation been used in your institution? What have been the result of the accreditation efforts?

_____

_____

_____

_____

YOUR SUGGESTIONS FOR IMPROVING ACCREDITATION

10. Finally, do you have any recommendations for how the <u>usefulness</u> of accreditation results could be improved:

If so, please describe them: _____

_____

_____

_____

11. Does the present method of accreditation work for your institution?

_____ No

_____ Yes

_____ Don't Knew

12. Should the Indian colleges have their own accreditation association with accreditation standards developed by Indian people?

_____ No

_____ Yes

_____ Don't Know

13. Should the Bureau of Indian Affairs be the accrediting agency for the tribal colleges?

_____ No

_____ Yes

_____ Don't Know

IMPACTS OF ACCREDITATION ON TRIBAL COLLEGES

IN COOPERATION WITH

AMERCIAN INDIAN HIGHER
EDUCATION CONSORTIUM
COMMISSION ON COLLEGES
NORTHWEST ASSOCIATION OF
SCHOOLS AND COLLEGES

1980

A STUDY OF THE IMPACTS OF ACCREDITATION

Questionnaire for

FULL-TIME FACULTY

_____

Institution

Purpose of the Study:

This questionnaire is part of a study to facilitate "self-improvement" in the accreditation process of tribal colleges

The Study is Directed by:

Joe McDonald
Salish Kootenai
Community College
Box 117
Pablo, MT 59855
Phone: (406) 675-4800

INTRODUCTORY NOTE:

These questions focus on the comprehensive accreditation of post-secondary institutions, and not on the specialized accreditation of particular fields within an institution, such as law or engineering.

YOU ARE INVITED to write comments in the margins in order to present your views more accurately or full, if the format of the questions hinders you response.

GENERAL OPINIONS ABOUT ACCREDITATION PURPOSES AND IMPORTANCE

1. Following are some of the major purposes of accreditation. Please rate the importance of each accreditation purpose as a means of helping maintain and improve the quality of higher education in this region.

   (Please circle the number best reflecting your view.)

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Purpose of Accreditation	Degree of Importance					
	Low				High	No Opinion
a. Fostering excellence through development of criteria and guidelines for assessing educational effectiveness.	0	1	2	3	4	n/o
b. Encouraging institutional improvement through continuous self-study and evaluation.	0	1	2	3	4	n/o

Purpose of Accreditation	Degree of Importance					
	Low				High	No Opinion
c. Helping to provide assurance that an institution has appropriate educational objectives, and appears to be accomplishing them substantially.	0	1	2	3	4	n/o
d. Providing counsel and assistance to established and developing institutions.	0	1	2	3	4	n/o
e. Protecting institutions against encroachments which might jeopardize their educational effectiveness or academic freedoms.	0	1	2	3	4	n/o
f. Providing "consumer protection" for the general public in relation to the promises and performance of colleges and universities.	0	1	2	3	4	n/o
g. Is there some other purpose that should be added? If so, please add it:	0	1	2	3	4	n/o

_____

_____

EFFECTS AND USES OF ACCREDITATION

2. Institutional accreditation is sometimes accused of hindering desirable change in institutions. It may also help bring desirable change.

Please circle the number that best represents your general view about the extent to which accreditation has:

	None		Moderate		A Great Deal	No Opinion
a. Helped desirable change in this institution	0	1	2	3	4	n/o
b. Hindered desirable change in this institution	0	1	2	3	4	n/o
c. Prevented undesirable change	0	1	2	3	4	n/o

3. We would like to get some idea about the general effects of the Institutional Self-Study, and of the Accreditation Team Visit.

In your view, how important for your institution were the effects of each part of the accreditation process during the accreditation cycle?

Effects of:	No importance		Moderate		Great importance	No Opinion
a. The institutional Self-Study	0	1	2	3	4	n/o
b. The Accreditation Team Visit	0	1	2	3	4	n/o
___ I was not at this institution during the last accreditation cycle						

THE QUALITY OF ASSESSMENTS MADE BY ACCREDITATION TEAMS

4. How would you personally rate the accuracy and help/hindrance of the last visiting team's judgments and suggestions pertaining to your institution?

	None				A Great Deal	No Opinion
a. Accuracy of visiting team's judgment and suggestions:	0	1	2	3	4	n/o

b. Help or hindrance of visiting team's judgments and suggestions:

Important hindrance				Neither help nor hindrance			Important Help		No Opinion
-4	-3	-2	-1	0	1	2	3	4	n/o

_____ I wasn't in my present position at that time

OPINIONS ABOUT PRESENT ACCREDITATION PRACTICES

5. Following is a series of descriptions about certain parts of the accreditation process.

Please give us your view of the <u>current practice</u> regarding each of these aspects of accreditation in this region.

(a) Emphasis on the institutional self-study as part of the accreditation process in this region:

Now far too much		Somewhat too much		Now about right	Somewhat too little			Now far too little	No Opinion
4	3	2	1	0	1	2	3	4	n/o

(b) Emphasis on the team visit:

4	3	2	1	0	1	2	3	4	n/o

(c) Emphasis on assessing minimum standards:

4	3	2	1	0	1	2	3	4	n/o

(d) Emphasis on trying to evaluate institutions by the attainment of their own goals:

4	3	2	1	0	1	2	3	4	n/o

(e) Dissemination of public information about accreditation conclusions and recommendations:

(1) Internal dissemination to faculty, staff and students:

4	3	2	1	0	1	2	3	4	n/o

(2) External dissemination to the general public:

4	3	2	1	0	1	2	3	4	n/o

6. What is your view about the relative importance to your institution of specialized (professional) accreditation, compared with institutional accreditation? In general, do you believe the specialized or professional accreditation is more important to your institution, or is the institutional accreditation more important?

Specialized accreditation much more				Importance of each kind about the				Institutional accreditation much more		No Opinion
4	3	2	1	0	1	2	3	4		n/o

OPINIONS ABOUT POTENTIAL CHANGES IN ACCREDITATION

Do you believe it would be a good thing for your institution if a greater number of departments and programs were accredited by specialized or professional agencies? Would it be better if fewer departments and programs were accredited by specialized agencies?

_____ More departments and programs should be accredited by specialized or professional groups

_____ There shouldn't be any change

_____ Fewer departments and programs should be accredited by specialized groups

_____ No opinion on this matter

OTHER COMMENTS: _____

_____ _____ _____

7. Some of the changes in accreditation practice that have been suggested by various people are listed below.

Please give us your views about the desirability of these changes.

a. Have the visiting team composed of professional evaluators who spend full-time in accreditation assessments.

Very undesirable				Neither desirable nor undesirable			Very desirable		No Opinion
4	3	2	1	0	1	2	3	4	n/o

b. In addition to involving non-educators (board members, students, alumni, advisory committee members) in the self-study process, have non-educators serve on the visiting teams to evaluate institutions.

4	3	2	1	0	1	2	3	4	n/o

c. Make the accreditation team visit more comprehensive and intensive, for example by increasing the size of the team, the length of their visit, and the information on which they base their assessment.

4	3	2	1	0	1	2	3	4	n/o

d. Make accreditation continuous by examining in-depth a few areas each year rather than trying to examine the entire institution every five or ten years.

4	3	2	1	0	1	2	3	4	n/o

e. Develop and use a set of consistent, explicit questions for assessing all institutions in the region.

4	3	2	1	0	1	2	3	4	n/o

YOUR SUGGESTIONS FOR IMPROVING ACCREDITATION

8. Finally, do you have any recommendations for how this usefulness of accreditation results could be improved?

   IF SO, please describe them: _____

   _____

   _____

   _____

9. Does the present method of accreditation work for your institution?

   ____ No

   ____ Yes

   ____ Don't Know

10. Should the Indian colleges have their own accreditation association with accreditation standards developed by Indian people?

    ____ No

    ____ Yes

    ____ Don't Know

11. Should the Bureau of Indian Affairs be the accrediting agency for the tribal colleges?

____ No

____ Yes

____ Don't Know

IMPACTS OF ACCREDITATION ON TRIBAL COLLEGE

IN COOPERATION WITH

AMERICAN INDIAN HIGHER
EDUCATION CONSORTIUM
COMMISSION ON COLLEGE
NORTHWEST ASSOCIATION OF
SCHOOLS AND COLLEGES

1980

A STUDY OF THE IMPACTS OF ACCREDITATION

Questionnaire for

BOARD OF TRUSTEES
(or similiar Board)

_____
Institution

Purpose of this Study:

This questionnaire is part of a study to facilitate "self-improvement" in the accreditation process of tribal colleges

This Study is Directed by:

Joe McDonald
Salish Kootenai
Community College
Box 117
Pablo, MT 59855
Phone - (406) 675-4800

INRODUCTORY NOTE:

These questions focus on the comprehensive accreditation of post-secondary institutions, and not on the specialized accreditation of particular fields within an institution, such as law or engineering.

YOU ARE INVITED to write comments in the margns in order to present your views more accurately or fully, if the format of the questions hinders your respons.

---

1. During the accreditation cycle, were copies of the Institutional Self-Study distributed to members of the Board?

   ____ No

   ____ Yes

   ____ Don't Know

2. Were copies of the Accrediting Team's report distributed to the members of the Board?

   ____ No

   ____ Yes

   ____ Don't Know

1.0

3. Did the Board discuss either the Institutional Self-Study, or the Accreditation Visiting Team's report

____ No

____ Yes

____ Don't Know

4. There are various positions for and against private, voluntary accreditation as presently operating, versus having some form of state or federal regulation to perform the same functions.

Which of the following best describes your views?

____ It is important that private, voluntary accreditation be continued, rather than have its functions taken over by governmental regulation

____ It doesn't matter much whether the functions are performed by private accrediation, or by governmental regulation

____ It would be desirable to have governmental regulation perform the functions in place of private accreditation

____ There is little or no need for the functions performed by either private, voluntary accreditation, or governmental regulation

5. Are there any changes that could be made in accreditation policy or practice that would be helpful to the work of your Board?

____ None occur to me now

____ No

____ Yes

IF YES, please describe those changes that could be made:

_____

_____

_____

_____

6. Does the present method of accreditation work for your institution?

____ No

____ Yes

____ Don't Know

7. Should the Indian colleges have their own accreditation association with standards developed by Indian people?

____ No

____ Yes

____ Don't Know

IF YES, please describe the main standards:

_____

_____

_____

_____

_____

IMPACTS OF ACCREDITATION ON TRIBAL COLLEGES

IN COOPERATION WITH

AMERICAN INDIAN HIGHER
EDUCATION CONSORTIUM
COMMISSION ON COLLEGES
NORTHWEST ASSOCIATION OF
SCHOOLS AND COLLEGES

1980

A STUDY OF THE IMPACTS OF ACCREDITATION

Questionnaire for

PRESIDENTS

_____
Institution

Purpose of the Study:

This questionnaire is part of a study to facilitate "self-improvement in the accreditation process of tribal colleges

The Study is Directed by:

Joe McDonald
Salish Kootenai
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Box 117
Pablo, MT 59855
Phone - (406) 675-4800

INTRODUCTORY NOTE:

These questions focus on the comprehensive accreditation of post-secondary institutions, and not on the specialized accreditation of particular fields within an institution, such as law or engineering.

YOU ARE INVITED to write comments in the margins in order to present your views more accurately or fully, if the format of the questions hinders your response.

GENERAL OPINOINS ABOUT ACCREDITATION PURPOSES AND IMPORTANCE

1. Following are some of the major purposes of accreditation. Please rate the importance of each accreditation purpose as means of helping maintain and improve the quality of higher education in this region.

   (Please circle the number best reflecting your view.)

Purposes of Accreditation	Degree of Importance					
	Low				High	No Opinion
a. Fostering excellence through development of criteria and guidelines for assessing educational effectiveness	0	1	2	3	4	n/o
b. Encouraging institutional improvement through continuous self-study and evaluation	0	1	2	3	4	n/o
c. Helping to provide assurance that an institution has appropriate educational objectives, and appears to be accomplishing them substantially	0	1	2	3	4	n/o

Purposes of Accreditation	Degree of Importance					
	Low				High	No Opinion
d. Protecting institutions against encroachments which might jeopardize their educational effectiveness or academic freedom	0	1	2	3	4	n/o

2. There are various positions for and against private, voluntary accreditation as presently operating, versus having some form of state or federal regulation to perform the same functions. Which of the following best describes your view?

____ It is important that private, voluntary accreditation be continued, rather than have its functions taken over by governmental regulation.

____ It doesn't matter much whether the functions are performed by private accreditation, or by governmental regulation.

____ It would be desirable to have governmental regulation perform the functions in place of private accreditation.

____ There is little or no need for the functions performed by either private, voluntary accreditation, or governmental regulation.

EFFECTS AND USES OF ACCREDITATION

3. Institutional accreditation is sometimes accused of hindering desirable change in an institution. It may also help bring desirable change.

Please circle the number that best represents your general view about the extent to which accreditation has:

	None		Moderate		A Great Deal	No Opinion
a. Helped desirable change in this institution	0	1	2	3	4	n/o
b. Hindered desirable change in this institution	0	1	2	3	4	n/o

4. Institutional accreditation is sometimes accused of failing to monitor adequately new, innovative programs and delivery systems generally referred to as non-traditional education. Please circle the number that best represents your opinion as to the adequacy of accreditation in monitoring non-traditional education.

Not Adequate		Moderately Adequate		Very Adequate	No Opinion
0	1	2	3	4	n/o

5. We would like to get some idea about the general effects of the Institutional Self-Study, and of the Accreditaton Team Visit.

In your view, how important for your institution were the effects of each part of the accreditation process during the last accreditation cycle?

Effects of:	No importance		Moderate		Great importance	No Opinion
a. The Institutional Self-Study	0	1	2	3	4	n/o
b. The Accreditation Team Visit	0	1	2	3	4	n/o

____ I was not at this institution during the last accreditation cycle.

6. Did the last Accreditation Visiting Team's report result in any change in the budget allocation within you institution?

____ I wasn't in my present position then.

____ No

____ Yes

____ Don't recall/Don't Know

IF YES, what changes in budget allocation occurred as a result of the Visiting Team's report? _____

_____

7. Did you request or recommend any changes (such as policy, practice, staffing, etc.) in any unit of your institution <u>as a result</u> of either the last Self-Study or the last Visiting Team's report?

____ I wasn't in my present position then.

___ No

___ Don't recall/Don't know

IF YES,

(a) What changes were requested or recommended?

_____

_____

(b) Did this request result from the Institution Self-Study, from the visiting Team's report, or from both?

_____

_____

THE QUALITY OF ASSESSMENTS MADE BY ACCREDITATION TEAMS

8. How would your personally rate the accuracy and help/hindrance of the last visiting team's judgments and suggestions pertaining to your institution?

	None				A Great Deal	No Opinion
a. Accuracy of visiting team's judgements and suggestions	0	1	2	3	4	n/o

b. Help of Hindrance of visiting team's judgments and suggestions:

Important hindrance				Neither help nor hindrance			Important help		No Opinion
-4	-3	-2	-1	0	1	2	3	4	n/o

_____ I wasn't in my present position at that time.

SOME PROBLESM AND COSTS OF ACCREDITATION

9. How burdensome for your institution, in terms of fees, costs, time and personnel allocations, has institutional (regional) accreditation been?

	None				A Great Deal	No Opinion
How burdensome?	0	1	2	3	4	n/o

10. In your view, what are the relative costs and benefits for your institution of institutional (regional) accreditation?

Costs greatly exceed benefits			Benefits and costs about equal			Benefits greatly exceed costs			No Opinion
-4	-3	-2	-1	0	1	2	3	4	n/o

11. Following is a series of descriptions about certain parts of the accreditation process.

Please give us your view of the current practice regarding each of these aspects of accreditation in this region.

(a) Emphasis on the institutional self-study as part of the accreditation process in this region:

Now far too much		Somewhat too much		Now about right	Somewhat too little		Now Far too little		No Opinion
4	3	2	1	0	1	2	3	4	n/o

(b) Emphasis on the team visit:

4	3	2	1	0	1	2	3	4	n/o

(c) Emphasis on assessing minimum standards:

4	3	2	1	0	1	2	3	4	n/o

(d) Emphasis on trying to evaluate institutions by the attainment of their own goals:

4	3	2	1	0	1	2	3	4	n/o

12. Some of the changes in accreditation practice that have been suggested by various people are listed below.

Please give us your views about the desirability of these changes.

(a) Have the visiting team composed of professional evaluators who spend full-time in accrediting assessments.

Very undesirable				Neither desirable nor desirable			Very desirable		No Opinion
4	3	2	1	0	1	2	3	4	n/o

(b) In addition to involving non-educators (Board members, students, alumni, advisory committe members) in the self-study process; have non-educators serve on the visiting teams to evaluate institutions.

4	3	2	1	0	1	2	3	4	n/o

13. Does the present method of accreditation work for your institution?

____ No

____ Yes

____ Don't Know

14. Should the Indian colleges have their own accreditation association with accreditation standards developed by Indian people?

____ No

____ Yes

____ Don't Know

15. Should the Bureau of Indian Affairs be the accrediting agnecy for the tribal college?

____ No

____ Yes

____ Don't Know

APPENDIX B: CURRENT STUDY QUESTIONNAIRES

ADMINISTRATIVE OFFICERS

INTRODUCTORY NOTE:

These questions focus on the comprehensive accreditation of postsecondary institutions, and not on the specialized accreditation of particular fields within an institution, such as law or engineering.

You are INVITED to write comments in the margins in order to present your views more accurately or fully, if the format of the questions hinders your response.

1. Following are some of the major purposes of accreditation. Please rate the importance of each accreditation purpose as a means of helping maintain and improve the quality of higher education in this region.

(Circle the number best reflecting your views.)

a. Fostering excellence through development of criteria and guidelines for assessing educational effectiveness.

Degree of Importance	None		Moderate		A Great Deal	No opinion
	0	1	2	3	4	n/o

b. Encouraging institutional improvement through continuous self-study and evaluation.

Degree of Importance	None		Moderate		A Great Deal	No opinion
	0	1	2	3	4	n/o

c. Helping to provide assurance that an institution has appropriate educational objectives, and appears to be accomplishing them substantially.

Degree of Importance	None		Moderate		A Great Deal	No opinion
	0	1	2	3	4	n/o

2. If any connection between being accredited and being eligible for federal, state, or private funds were completely eliminated, how much would this change the importance of regionally accrediting postsecondary institutions?

_____ There would be no further need for regional accreditation.

_____ It would still be at least moderately important to continue accreditation.

_____ It would still be very important to continue accreditation.

_____ No opinion

3. How would your institution regard the importance of continuing or discontinuing private, voluntary institutional accreditation?

Very important to <u>discontinue</u> private, institutional accreditation			It doesn't matter whether or not it is continued					Very important to <u>continue</u> private institutional accreditation
4	3	2	1	0	1	2	3	4

4. Institutional accreditation is sometimes accused of hindering change in institutions. Please circle the number that best represents your general view about the extent to which accreditation has:

	None		Moderate		A Great Deal	No opinion
a. helped desirable change in this institution	0	1	2	3	4	n/o
b. Hindered desirable change in this institution	0	1	2	3	4	n/o
c. Prevented undesirable change in this institution	0	1	2	3	4	n/o

5. Institutional accreditation is sometimes accused of failing to monitor adequately new, innovative programs and delivery systems generally referred to as nontraditional education. Please circle the number that best represents your opinion as to the adequacy of accreditation in monitoring nontraditional education.

Not Adequate		Moderately Adequate		Very Adequate	No Opinion
0	1	2	3	4	n/o

6. In your view, how important for your institution were the effects of the institutional self-study during the last accreditation cycle:

Effects	No Importance		Moderate		Great Importance	No opinion
The Institutional Self-Study	0	1	2	3	4	n/o

7. In your view, what are the relative costs and benefits for your institution of institutional (regional) accreditation?

Costs greatly Exceed benefits				Benefits and costs about equal			Benefits greatly exceed costs		No opin
4	3	2	1	0	1	2	3	4	n/o

8. Some possible changes in the accreditation visiting teams' composition are listed below. Please provide your view about the desirability of these changes.

(a) Have the visiting team composed of professional evaluators who spend full-time in accreditation assessments.

Very undesirable				Neither undesirable nor desirable			Very desirable		No opinion
4	3	2	1	0	1	2	3	4	n/o

(b) In addition to involving non-educators (Board members, students, alumni, advisory committee members) in the self-study process, have non-educators serve on the visiting teams to evaluate institutions.

Very undesirable				Neither undesirable nor desirable			Very desirable		No opinion
4	3	2	1	0	1	2	3	4	n/o

9. How would you personally rate the accuracy of the last visiting team's judgements and suggestions pertaining to your institution?

	None		Moderate		A Great Deal	No opinion
Accuracy of visiting team's judgements and suggestions	0	1	2	3	4	n/o

10. Does the present method of accreditation work for your institution?

_____ No

_____ Yes

_____ Don't know

11. Should the Indian colleges have their own accreditation association with accreditation standards developed by Indian people?

_____ No

_____ Yes

_____ Don't know

12. If so, should this Indian accreditation association replace the current regional accrediting bodies?

_____ No

_____ Yes

_____ Don't know

14. Is there anything you would like to add regarding the accreditation process, or accreditation's impact on your institution?

_____

_____

_____

_____

_____

For data analyses purposes, please provide the following demographic information. Again, please note all information will be used in a combined form with only a discussion of the final results. Your answers will remain completely anonymous.

Your age _____

Your ethnicity _____

Your sex (male/female) _____

Number of years in current position _____

Number of years with this tribal college _____

Please return the survey to Betsy Mennell Putman, 1945 W. University Heights Dr. N, Flagstaff, AZ 86001 in the enclosed self-addressed, stamped envelope. Thank you for your participation.

FULL-TIME FACULTY

INTRODUCTORY NOTE:

These questions focus on the comprehensive accreditation of postsecondary institutions, and not on the specialized accreditation of particular fields within an institution, such as law or engineering.

You are INVITED to write comments in the margins in order to present your views more accurately or fully, if the format of the questions hinders your response.

1. Following are some of the major purposes of accreditation. Please rate the importance of each accreditation purpose as a means of helping maintain and improve the quality of higher education in this region.

(Circle the number best reflecting your views.)

a. Fostering excellence through development of criteria and guidelines for assessing educational effectiveness.

Degree of Importance	None		Moderate		A Great Deal	No opinion
	0	1	2	3	4	n/o

b. Encouraging institutional improvement through continuous self-study and evaluation.

Degree of Importance	None		Moderate		A Great Deal	No opinion
	0	1	2	3	4	n/o

c. Helping to provide assurance that an institution has appropriate educational objectives, and appears to be accomplishing them substantially.

Degree of Importance	None		Moderate		A Great Deal	No opinion
	0	1	2	3	4	n/o

d. Protecting institutions against encroachments that might jeopardize their educational effectiveness or academic freedoms.

Degree of Importance	None		Moderate		A Great Deal	No opinion
	0	1	2	3	4	n/o

2. Institutional accreditation is sometimes accused of hindering change in institutions. It may also help bring desirable change. Please circle the number that best represents your general view about the extent to which accreditation has:

	None		Moderate		A Great Deal	No opinion
a. Helped desirable change in this institution	0	1	2	3	4	n/o
b. Hindered desirable change in this institution	0	1	2	3	4	n/o
c. Prevented undesirable change in this institution	0	1	2	3	4	n/o

3. In your view, how important for your institution were the effects of the institutional self-study during the last accreditation cycle:

Effects	No Importance		Moderate		Great Importance	No opinion
The Institutional Self-Study	0	1	2	3	4	n/o

4. How would you personally rate the accuracy and help/hindrance of the last visiting team's judgements and suggestions pertaining to your institution?

	None		Moderate		A Great Deal	No opinion
a. Accuracy of visiting team's judgements and suggestions	0	1	2	3	4	n/o

b. Help or hindrance of visiting team's judgements and suggestions:

Important Hindrance				Neither help nor hindrance			Important help		No opinion
4	3	2	1	0	1	2	3	4	n/o

5. What is your view about the relative importance to your institution of specialized (professional) accreditation, compared with institutional accreditation? In general, do you believe the specialized or professional accreditation is more important to your institution, or is the institutional accreditation more important?

Specialized accreditation much more important				Importance of each kind about the same				Institutional accreditation much more important	No opinion
4	3	2	1	0	1	2	3	4	n/o

6. Some possible changes in the accreditation visiting teams' composition are listed below. Please provide your view about the desirability of these changes.

(a) Have the visiting team composed of professional evaluators who spend full-time in accreditation assessments.

Very undesirable				Neither undesirable nor desirable			Very desirable		No opinion
4	3	2	1	0	1	2	3	4	n/o

(b) In addition to involving non-educators (Board members, students, alumni, advisory committee members) in the self-study process, have non-educators serve on the visiting teams to evaluate institutions.

Very undesirable				Neither undesirable nor desirable			Very desirable		No opinion
4	3	2	1	0	1	2	3	4	n/o

7. Does the present method of accreditation work for your institution?

_____ No

_____ Yes

_____ Don't know

8. Should the Indian colleges have their own accreditation association with accreditation standards developed by Indian people?

_____ No

_____ Yes

_____ Don't know

9. If so, should this Indian accreditation association replace the current regional accrediting bodies?

_____ No

_____ Yes

_____ Don't know

10. Is there anything you would like to add regarding the accreditation process, or accreditation's impact on your institution?

_____

_____

_____

_____

_____

For data analyses purposes, please provide the following demographic information. Again, please note all information will be used in a combined form with only a discussion of the final results. Your answers will remain completely anonymous.

Your age _____

Your ethnicity _____

Your sex (male/female) _____

Number of years in current position _____

Number of years with this tribal college _____

Please return the survey to Betsy Mennell Putman, 1945 W. University Heights Dr. N, Flagstaff, AZ 86001 in the enclosed self-addressed, stamped envelope. Thank you for your participation.

BOARD OF TRUSTEES

INTRODUCTORY NOTE:

These questions focus on the comprehensive accreditation of postsecondary institutions, and not on the specialized accreditation of particular fields within an institution, such as law or engineering.

You are INVITED to write comments in the margins in order to present your views more accurately or fully, if the format of the questions hinders your response.

1. During the accreditation cycle, were copies of the Institutional Self-Study distributed to members of the Board?

_____ No

_____ Yes

_____ Don't know

2. Did the Board discuss either the Institutional Self-Study, or the Accreditation Visiting Team's Report?

_____ No

_____ Yes

_____ Don't know

3. There are various positions for and against private, voluntary accreditation as presently operating, versus having some form of state or federal regulation to perform the same functions.

Which of the following best describes your views?

_____ It is important that private, voluntary accreditation is continued, rather than have its functions taken over by governmental regulation.

_____ It does not matter much whether the functions are performed by private accreditation, or by governmental regulation.

_____ It would be desirable to have governmental regulation perform the functions in place of private accreditation.

_____ There is little or no need for the functions performed by either private, voluntary accreditation, or governmental regulation.

4. Does the present method of accreditation work for your institution?

_____ No

_____ Yes

_____ Don't know

5. Should the Indian colleges have their own accreditation association with accreditation standards developed by Indian people?

_____ No

_____ Yes

_____ Don't know

6. If so, should this Indian accreditation association replace the current regional accrediting bodies?

_____ No

_____ Yes

_____ Don't know

7. Is there anything you would like to add regarding the accreditation process, or accreditation's impact on your institution?

_____

_____

_____

_____

_____

For data analyses purposes, please provide the following demographic information. Again, please note all information will be used in a combined form with only a discussion of the final results. Your answers will remain completely anonymous.

Your age _____

Your ethnicity _____

Your sex (male/female) _____

Number of years in current position _____

Number of years with this tribal college _____

Please return the survey to Betsy Mennell Putman, 1945 W. University Heights Dr. N, Flagstaff, AZ 86001 in the enclosed self-addressed, stamped envelope. Thank you for your participation.

PRESIDENTS

INTRODUCTORY NOTE:

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You are INVITED to write comments in the margins in order to present your views more accurately or fully, if the format of the questions hinders your response.

1. Following are some of the major purposes of accreditation. Please rate the importance of each accreditation purpose as a means of helping maintain and improve the quality of higher education in this region.

(Circle the number best reflecting your views.)

a. Fostering excellence through development of criteria and guidelines for assessing educational effectiveness.

Degree of Importance	None		Moderate		A Great Deal	No opinion
	0	1	2	3	4	n/o

b. Encouraging institutional improvement through continuous self-study and evaluation.

Degree of Importance	None		Moderate		A Great Deal	No opinion
	0	1	2	3	4	n/o

c. Helping to provide assurance that an institution has appropriate educational objectives, and appears to be accomplishing them substantially.

Degree of Importance	None		Moderate		A Great Deal	No opinion
	0	1	2	3	4	n/o

d. Protecting institutions against encroachments that might jeopardize their educational effectiveness or academic freedoms.

Degree of Importance	None		Moderate		A Great Deal	No opinion
	0	1	2	3	4	n/o

2. There are various positions for and against private, voluntary accreditation as presently operating, versus having some form of state or federal regulation to perform the same functions.

Which of the following best describes your views?

_____ It is important that private, voluntary accreditation be continued, rather than have its functions taken over by governmental regulation.

_____ It does not matter much whether the functions are performed by private accreditation, or by governmental regulation.

_____ It would be desirable to have governmental regulation perform the functions in place of private accreditation.

_____ There is little or no need for the functions performed by either private, voluntary accreditation, or governmental regulation.

3. Institutional accreditation is sometimes accused of hindering change in institutions. It may also help bring desirable change. Please circle the number that best represents your general view about the extent to which accreditation has:

	None		Moderate		A Great Deal	No opinion
a. helped desirable change in this institution	0	1	2	3	4	n/o
b. Hindered desirable change in this institution	0	1	2	3	4	n/o

4. Institutional accreditation is sometimes accused of failing to monitor adequately new, innovative programs and delivery systems generally referred to as nontraditional education. Please circle the number that best represents your opinion as to the adequacy of accreditation in monitoring nontraditional education.

Not Adequate		Moderately Adequate		Very Adequate	No Opinion
0	1	2	3	4	n/o

5. In your view, how important for your institution were the effects of the institutional self-study during the last accreditation cycle:

Effects	No Importance		Moderate		Great Importance	No opinion
The Institutional Self-Study	0	1	2	3	4	n/o

6. Did the last Accreditation Visiting Team's report result in any change in the budget allocation within your institution?

_____ No

_____ Yes

_____ Don't know

7. How would you personally rate the accuracy and help/hindrance of the last visiting team's judgements and suggestions pertaining to your institution?

	None		Moderate		A Great Deal	No opinion
a. Accuracy of visiting team's judgements and suggestions	0	1	2	3	4	n/o

b. Help or hindrance of visiting team's judgements and suggestions:

Important Hindrance				Neither help nor hindrance			Important help		No opinion
4	3	2	1	0	1	2	3	4	n/o

8. How burdensome for your institution, in terms of fees, costs, time, and personnel allocations, has institutional (regional) accreditation been?

	None		Moderate		A Great Deal	No opinion
How burdensome?	0	1	2	3	4	n/o

9. In your view, what are the relative costs and benefits for your institution of institutional (regional) accreditation?

Costs greatly Exceed benefits				Benefits and costs about equal			Benefits greatly exceed costs		No opinion
4	3	2	1	0	1	2	3	4	n/o

10. Some possible changes in the accreditation visiting teams' composition are listed below. Please provide your view about the desirability of these changes.

(a) Have the visiting team composed of professional evaluators who spend full-time in accreditation assessments.

Very undesirable				Neither undesirable nor desirable			Very desirable		No opinion
4	3	2	1	0	1	2	3	4	n/o

(b) In addition to involving non-educators (Board members, students, alumni, advisory committee members) in the self-study process, have non-educators serve on the visiting teams to evaluate institutions.

Very undesirable				Neither undesirable nor desirable			Very desirable		No opinion
4	3	2	1	0	1	2	3	4	n/o

11. Did you recommend any changes as a result of the self-study or the accrediting team visit?

_____ No

_____ Yes

_____ No opinion

12. Does the present method of accreditation work for your institution?

_____ No

_____ Yes

_____ Don't know

13. Should the Indian colleges have their own accreditation association with accreditation standards developed by Indian people?

_____ No

_____ Yes

_____ Don't know

14. If so, should this Indian accreditation association replace the current regional accrediting bodies?

_____ No

_____ Yes

_____ Don't know

15. Is there anything you would like to add regarding the accreditation process, or accreditation's impact on your institution?

_____

_____

_____

_____

_____

For data analyses purposes, please provide the following demographic information. Again, please note all information will be used in a combined form with only a discussion of the final results. Your answers will remain completely anonymous.

Your age _____

Your ethnicity _____

Your sex (male/female) _____

Number of years in current position _____

Number of years with this tribal college _____

Please return the survey to Betsy Mennell Putman, 1945 W. University Heights Dr. N. Flagstaff, AZ 86001 in the enclosed self-addressed, stamped envelope. Thank you for your participation.

APPENDIX C: SURVEY COVER LETTER

Tribal College and University Accreditation: A Comparative Study

April 10, 2000

I am respectfully requesting your participation in a study of Tribal College and University accreditation. I am a graduate student in the Higher Education Administration program at the University of Texas at Austin. I have chosen this topic for my dissertation because of the significant impact of accreditation on the tribal colleges. This study is a replication of Dr. Joe McDonald's (President, Salish Kootenai College) 1982 study on the same topic. The purpose of my study is to examine how tribal college faculty, administrators, and governing board members' perceptions toward the importance and impact of accreditation have changed since 1982. You were selected as a participant in this study because of your involvement with the accreditation process. You are one of several hundred subjects chosen to participate in this study.

Specifically, this study is designed to determine how you and other people working at tribal colleges view the pros and cons of the present accreditation process. Questions will be asked in the study to determine if you feel that the process used by the regional accrediting agencies should be modified to better meet the needs of the tribal colleges. You will also be asked if you feel a different process of assuring education quality should be used for the tribal colleges.

Your college's president has sanctioned the study, and will complete the presidential survey. The North Central Association of Colleges and Schools and the Northwest Association of Schools and Colleges endorse the study, and feel that it will help them with the accreditation efforts of the tribal colleges. In addition, Dr. Joe McDonald also endorses this replication of his earlier research.

Please complete the enclosed questionnaire by circling the numbers that best correspond to your opinions regarding accreditation. The survey should take approximately 15 minutes to complete. Upon completion, please return the survey to me in the self-addressed stamped envelope.

Each questionnaire is coded so that I will be able to record the origin of the responses. In addition, I will know who to contact for unreturned questionnaires. Your responses to the questionnaire will be kept confidential and will not be revealed to anyone. The results from the questionnaires from all of the respondents will be combined, and the study will only discuss the total results. Each participating college will receive a completed version of the study.

If you have any questions, please feel free to contact me via telephone 520-523-7128, or via email Betsy.Putman@nau.edu.

A high response rate is critical to the success of this study. Thus, I sincerely appreciate you taking the time to participate. Thank you for your time.

Sincerely,

Betsy Mennell Putman
Doctoral Candidate
Higher Education Administration
The University of Texas-Austin

APPENDIX D: REMINDER POSTCARD

You should have recently received a survey regarding tribal college accreditation. If you already returned the survey, please disregard this notice. However, if you have not yet completed the survey, I would greatly appreciate you doing so and returning it in the previously provided self-addressed stamped envelope to Betsy Mennell Putman, 1945 W. University Heights Dr. N, Flagstaff, AZ 86001. A high response rate is critical to the success of this study. Thus, I sincerely appreciate you taking the time to participate. Thank you.

APPENDIX E: FOLLOW-UP COVER LETTER

Tribal College and University Accreditation: A Comparative Study

May 15, 2000

Approximately one month ago I mailed you a survey on Tribal College and University accreditation. This is a research project related to my doctoral dissertation as a student in the Higher Education Administration program at the University of Texas at Austin. This study is a replication of Dr. Joe McDonald's (President, Salish Kootenai College) 1982 study on the same topic. The purpose of this study is to examine how tribal college faculty, administrators, and governing board members' perceptions toward the importance and impact of accreditation have changed since 1982.

If you have already returned the survey, please disregard this letter. However, if you have not, I earnestly need your participation. The current response rate is less than 50%. A high response rate is critical to reflect adequately a cross section of perceptions on accreditation. Thus, I sincerely appreciate you taking the time to participate.

Enclosed are additional copies of the survey and a self-addressed stamped envelope in case you did not initially receive them or they have been misplaced. If you have questions, please feel free to contact me via telephone (520-523-7128) or via email <Betsy.Putman@nau.edu>.

Sincerely,

Betsy Mennell Putman
Doctoral Candidate
Higher Education Administration
The University of Texas-Austin

P.S. Each questionnaire is coded so that I will be able to record the origin of the responses. In addition, I will know who to contact for unreturned questionnaires. Your responses to the questionnaire will be kept confidential and will not be revealed to anyone. The results from the questionnaires from all of the respondents will be combined, and the study will only discuss the total results. Each participating college will receive a completed version of the study.

APPENDIX F: CALCULATIONS FOR HYPOTHESIS 13 USING WEIGHTS

Observed proportions of each sample in each of the different groups:

Study Year	President	CAO	Faculty	Board
1982	.0778	.2167	.4556	.2500
2000	.0431	.1914	.6124	.1531

The number of participants for each group in the 2000 sample was weighted to make the proportions equal to those from the 1982 sample. Board members were not figured into this calculation as they did not answer this item (Hypothesis 13). Weights were calculated by dividing the 1982 proportion for each group by the 2000 proportion for each group:

President: .0778 / .0431 = 1.8051
CAO: .2167 / .1914 = 1.1322
Faculty: .4556 / .6124 = .74396

The 1982 responses were as follows [responses of 4 ($\underline{n}$ = 2) were recoded as 3 to ensure the number of cells with an expected count of 5 was greater than 20%]:

	0	1	2	3	Total
Pres	0	4	3	1	8
CAO	16	10	2	3	31
Fac	40	12	11	5	68
Total	56	26	16	9	107

The 2000 responses were as follows [Responses of 4 ($\underline{n}$ = 5) were recoded as 3]:

	0	1	2	3	Total
Pres	3	3	1	1	8
CAO	11	10	8	4	33
Fac	26	34	31	23	114
Total	40	47	40	28	155

Applying the weights (e.g., multiplying each presidential count by 1.8051), the 2000 adjusted responses were as follows:

	0	1	2	3	Total
Pres	5	5	2	2	14
CAO	12	11	9	5	37
Fac	19	25	23	17	84
Total	36	41	34	24	135

The 2000 adjusted totals for each response category were compared to the 1982 totals for each response category using the chi-square test of independence. $\chi^2 = 14.86$. No cells had an expected count less than 5. Using the .01 significance level with three degrees of freedom, the difference between 1982 and 2000 is significant as $14.86 > 11.34$. (The .01 significance level was used for the group of comparisons for which Hypothesis 13 was included.)

Similar recalculations for the other 24 items were performed. These recalculations did not change the results. In other words, even with the recalculations, no significant difference between the 1982 responses and the 2000 responses were found for these 24 items.

APPENDIX G: QUESTIONNAIRE COMMENTS

Following are comments that were written on surveys. The comments are in order by item number (the question for each item is stated), and characterized by the participant's position with the college (board of trustees, chief administrative officer; full-time faculty; and president). The number before each comment identifies that particular person's response.

Responses where a specific college was identified were changed to our college [in brackets] to assure confidentiality.

??????? Indecipherable words

For answers with a scales of -4 -3 -2 -1 0 1 2 3 4, the numbers to the left of 0 are coded as negative.

ITEM 1

Following are some of the major purposes of accreditation. Please rate the importance of each accreditation purpose as a means of helping maintain and improve the quality of higher education in this region.

Fostering excellence through development of criteria and guidelines for assessing educational effectiveness.

Degree of Importance	**None**		**Moderate**		**A Great Deal**	**No opinion**
	0	**1**	**2**	**3**	**4**	**n/o**

FULL-TIME FACULTY

4-This is very important but very difficult to develop, and more importantly, difficult to follow through and use in the end. Many times even when the evaluation criteria are assessed in the end, you find that it still may not provide data that can be used to make education more effective. It's an evolutionary process and must begin somewhere. Because funding is already below par, there seems to be a natural fear of losing even more ground if any negative response occurs because of an assessment instrument. There appears to be a great deal of pressure from the federal govt. and outside sources for immediate successful performance by tribal colleges. Yet, the same critiques fail to take into account the early development years of the traditional 1862 land-grant colleges as well as the 1890 traditionally black colleges. When timelines for development are compared, tribal colleges appear to be no better or worse in development strategies. Nonetheless, non-Natives perceive that because there are other successful educational institutions, that tribal colleges should be instantly successful, also. However, few truly realize that tribal colleges and their programs are unique. Tribal colleges should not be made to feel that their institutions should mirror non-reservation educational facilities. Yes, there should be accountability; that is not contested.

4-It is very important or can be effective with Native American input. Tribal institutions need more tribal educators to do the development. "Values" are cultural. Understanding/learning is group specific.

4-It would be really cool if the schools could work collaboratively to develop some of the criteria and guidelines. Currently it is a one-way street dictated to us by the NCA.

3-Depends on how assuring is done.

4-Standards

4-For the stage of development our colleges is at - moving from design and application to review and improve stage. Many institutions still do not participate in setting criteria and guidelines.

ITEM 2

Following are some of the major purposes of accreditation. Please rate the importance of each accreditation purpose as a means of helping maintain and improve the quality of higher education in this region.

Encouraging institutional improvement through continuous self-study and evaluation.

Degree of Importance	None		Moderate		A Great Deal	No opinion
	0	1	2	3	4	n/o

FULL-TIME FACULTY

4-Institutions must have strict internal processes in place and use them.

4-Examining our pedagogy and assessment can only lead to "best practices".

4-Internal

4-We struggle with a "Napoleon" attitude a little. [Our college] has developed into a fine college, but administration and faculty do not work together to self-exam our programs and improve and change.

CHIEF ADMINISTRATIVE OFFICERS

3-If adequate resources (people and money) were available to accomplish this task!

2-This is a myth. No one does the self-studies that the regional associations require for any reason other than attaining or maintaining their membership in the club.

ITEM 3

Following are some of the major purposes of accreditation. Please rate the importance of each accreditation purpose as a means of helping maintain and improve the quality of higher education in this region.

Helping to provide assurance that an institution has appropriate educational objectives, and appears to be accomplishing them substantially.

Degree of Importance	None		Moderate		A Great Deal	No opinion
	0	1	2	3	4	n/o

FULL-TIME FACULTY

1-Appropriate to whose standards - I think these tend to be culturally specific.

4-As long as substantially is spelled out.

2-When we were first accredited, the manual had a statement about tenure and about faculty not being overburdened or treated unfairly. Those issues seemed to have been ignored. Now, with the threat of jobs being endangered, workers find it more difficult to be honest; therefore, accreditation has become bureaucratic nonsense.

4-tasks → conditions → standards

4-external

4-This is very important for Tribal Colleges as outside criticism is often very high and very negative. This provides assurance students are getting an education comparable to other institutions.

CHIEF ADMINISTRATIVE OFFICERS

4-Assuming cultural aspects are ALSO included.

ITEM 4

Following are some of the major purposes of accreditation. Please rate the importance of each accreditation purpose as a means of helping maintain and improve the quality of higher education in this region.

Protecting institutions against encroachments that might jeopardize their educational effectiveness or academic freedoms.

Degree of Importance	None		Moderate		A Great Deal	No opinion
	0	1	2	3	4	n/o

FULL-TIME FACULTY

1-Need specific examples of encroachments. Some may be necessary to bring balance.

2-I believe in the need for personal and institutional integrity and sometimes this clashes with individual professor's beliefs about their individual freedom. For instance, I do NOT believe a professor should use the Professorship as a bully pulpit to advance individual agendas on controversial issues such as homosexuality or abortion for instance.

4-But I'm not at all sure NCA does this. Encroachment by whom?

3-It is a given fact without self-study and evaluation there would be no accreditation. Assessing is important, but can hinder in some areas in fields of education.

No answer-Needs to be more specific. This can be read two ways. However in an ultra-rural environment, encroachments can be defined as apathy, lack of standards, and consistent with mediocrity--our "status quo" inertia is a real challenge on a daily basis - building on the momentum gained an even larger challenge/feat.

No opinion-I don't know what you mean by encroachments.

4-Especially important because of the tribal government influence. (May be bad, if allowed). The tribal governments change. However, our college has remained stable with a consistent administration.

4-Tribal politics, if left unchecked without buffers/barriers, can jeopardize our basic educational foundations. Controls need to be in place for external as well as internal interference that can thwart the educational process.

4-Traditional intellectual property (tribal colleges)

4!!-Especially need for tribal colleges to be protected from tribal administrators wanting to influence or control many aspects of college. Be sure tribal officers do not sit on college Board of Trustees.

3-I'm not sure that the accrediting process doesn't do this. Just by having to meet certain standards, many Native American traditions in teaching are lost.

No answer-Don't understand the question.

CHIEF ADMINISTRATIVE OFFICERS

3-Why should someone else tell us what is appropriate?

ITEM 5

How would your institution regard the importance of continuing or discontinuing private, voluntary institutional accreditation?

Very important to discontinue private, institutional accreditation			It doesn't matter whether or not it is continued			Very important to continue private, institutional accreditation	
4	3	2	1	0	1	2	3	4

CHIEF ADMINISTRATIVE OFFICERS

4-Better than a governmental derived process from Washington, D.C.

No answer-Not familiar with this policy.

ITEM 6

There are various positions for and against private, voluntary accreditation as presently operating, versus having some form of state or federal regulation to perform the same functions. Which of the following best describes your views?

__1___ It is important that private, voluntary accreditation be continued, rather than have its functions taken over by governmental regulation.

__2___ It does not matter much whether the functions are performed by private accreditation, or by governmental regulation.

__3___ It would be desirable to have governmental regulation perform the functions in place of private accreditation.

__4___ There is little or no need for the functions performed by either private, voluntary accreditation, or governmental regulation.

BOARD OF TRUSTEES

1-Current system is best - educators validating education.

No answer-Don't feel I have enough experience or knowledge to render an opinion.

1-Government regulations tend to bog down Indian efforts.

3-An organization like AIHEC should be an accreditation institution for tribal colleges.

ITEM 7

What is your view about the relative importance to your institution of specialized (professional) accreditation, compared with institutional accreditation? In general, do you believe the specialized or professional accreditation is more important to your institution, or is the institutional accreditation more important?

Specialized accreditation much more important				Importance of each kind about the same				Institutional accreditation much more important	No opin
4	3	2	1	0	1	2	3	4	n/o

FULL-TIME FACULTY

-4-Need highly trained Native American professionals, teachers.

2-"Professional" accreditation should be known at time of hiring and continually evaluated.

-4-NLN accrediting for nursing more depth.

-2-A department with a strong director can get around administrative incompetencies e.g., teacher or human service licensing, Voc. Ed. certification.

3-Without institutional accreditation, it would often be impossible to get a specialized accreditation.

ITEM 8

In your view, how important for your institution were the effects of the institutional self-study during the last accreditation cycle:

Effects	No Importance		Moderate		Great Importance	No opinion
The Institutional Self-Study	0	1	2	3	4	n/o

FULL-TIME FACULTY

4-They are or can be effective depending on the follow-up.

1-I feel too much of what [our college] learns about itself through these tools is ignored once accreditation is assured. Therefore, effects are minimal.

2-Should have been 4, but Board of Regents and administration did not follow-up nor encourage staff/faculty to do so.

No opinion-I was not a part of the study.

2-The self-study was a very effective tool for identifying both strengths and weaknesses, but did not generate the inertia to correct the shortfalls.

No answer-Performing it distracted focus from matters more important locally.

0-The cycle before the most recent one had some value. The last cycle was too soon to be of value.

3-The self-study as a requirement is only useful when the institution, as a whole, works toward improvement of deficiency. Too often only administration.

CHIEF ADMINISTRATIVE OFFICERS

3-??????? in assessment and plans was noted, and prompted INSTITUTIONAL reaction, no money allocated for the effort? Just more work passed out . . .

ITEM 9

How would you personally rate the accuracy of the last visiting team's judgements and suggestions pertaining to your institution?

	None		Moderate		A Great Deal	No opinion
Accuracy of visiting team's judgements and suggestions	**0**	**1**	**2**	**3**	**4**	**n/o**

FULL-TIME FACULTY

No opinion - Haven't had the opportunity to see them.

No opinion-This happened before I was employed here.

No opinion-Was not here through the process.

No opinion-I wasn't here.

3-I question the validity. Do they truthfully follow through with ours/their suggestions? The NCA team stated we were top heavy in terms of staff vs. faculty. Nothing has changed in that area.

No answer-Faculty has no access to these reports.

No opinion-Not involved enough to know details.

3-They motivated us to take care of some items we have neglected.

ITEM 10

How would you personally rate the help/hindrance of the last visiting team's judgements and suggestions pertaining to your institution?

Help or hindrance of visiting team's judgements and suggestions:

Important Hindrance				Neither help nor hindrance				Important help	No opinion
4	**3**	**2**	**1**	**0**	**1**	**2**	**3**	**4**	**n/o**

FULL-TIME FACULTY

No opinion - Haven't had the opportunity to see them.

1-Many of the recommendations were either ignored or not implemented. There was practically no follow-up by NCA until this recent cycle of NCA visits. I'm curious about why NCA didn't put [our college] on a probationary cycle until some of the concerns were addressed.

-1-It only made people be honest and hurt themselves.

-2-Slowed curriculum development in an area moving too fast beyond faculties and staff ability and student need.

3-Some suggestions I was aware of, and they seemed important to help.

0-We did not really act on them.

-2-The judgements and suggestions are usually quite valid. However, the way they are addressed is really scary. Much of the "improvement" is excellent fiction!

No opinion-I wasn't here.

No answer-Faculty has no access to these reports.

ITEM 11

Did the last Accreditation Visiting Team's report result in any change in the budget allocation within your institution?

_____ **No**
_____ **Yes**
_____ **Don't know**

PRESIDENTS

Don't know-I'm relatively new to the presidency.

Yes-But not significant. No changes in budget that were detrimental to college as a whole.

ITEM 12

Institutional accreditation is sometimes accused of hindering change in institutions. It may also help bring desirable change. Please circle the number that best represents your general view about the extent to which accreditation has:

	None		Moderate		A Great Deal	No opinion
Helped desirable change in this institution	**0**	**1**	**2**	**3**	**4**	**n/o**

FULL-TIME FACULTY

2-We, Tribal Colleges, need to change, but not necessarily acculturate.

2-The guidelines helped keep the focus on education.

2-NCA has made suggestions, but they are only sketchily followed.

4-Because of the "newness" of most Tribal Colleges, I believe the accrediting process offers a very important standard for individual and institutions new to education.

1-The administration misinterprets any findings.

CHIEF ADMINISTRATIVE OFFICERS

3-Accreditation only evaluates based on what you ARE doing. Any holes that exist are danced around/avoided.

PRESIDENTS

3-Large significant changes in a few areas, but few changes overall.

ITEM 13

Institutional accreditation is sometimes accused of hindering change in institutions. It may also help bring desirable change. Please circle the number that best represents your general view about the extent to which accreditation has:

	None		Moderate		A Great Deal	No opinion
Hindered desirable change in this institution	**0**	**1**	**2**	**3**	**4**	**n/o**

FULL-TIME FACULTY

2-Accreditation is good. It's the persons in our own community/reservation who hinder the system where they do not understand the importance of accreditation.

4-Once tribal college administrators believe that standard accreditation (e.g., North Central) is valuable/necessary, they become poor judges of what would actually be appropriate for their constituency.

2-The set standards do hinder some traditional Indian teaching methods.

PRESIDENTS

2-Relates to rate of change, how readily mainstream institutions are open to change. Mainstream (traditional) institutions control and manipulate accreditation agencies.

ITEM 14

Institutional accreditation is sometimes accused of hindering change in institutions. It may also help bring desirable change. Please circle the number that best represents your general view about the extent to which accreditation has:

	None		Moderate		A Great Deal	No opinion
Prevented undesirable change in this institution	**0**	**1**	**2**	**3**	**4**	**n/o**

FULL-TIME FACULTY
No opinion-Can't comment one way or the other

ITEM 15

Institutional accreditation is sometimes accused of failing to monitor adequately new, innovative programs and delivery systems generally referred to as nontraditional education. Please circle the number that best represents your opinion as to the adequacy of accreditation in monitoring nontraditional education.

Not Adequate		Moderately Adequate		Very Adequate	No Opinion
0	1	2	3	4	n/o

CHIEF ADMINISTRATIVE OFFICERS
4-Overly involved without knowledge of changes - too traditional, too restrictive.

3-Only as good as you make it.

ITEM 16

If any connection between being accredited and being eligible for federal, state, or private funds were completely eliminated, how much would this change the importance of regionally accrediting postsecondary institutions?

__1___ There would be no further need for regional accreditation.
__2___ It would still be at least moderately important to continue accreditation.
__3___ It would still be very important to continue accreditation.
__4___ No opinion

CHIEF ADMINISTRATIVE OFFICERS
3-It would still be very important to continue accreditation because of the stranglehold on transferability of course work as a result of the accreditation process.

ITEM 17

During the accreditation cycle, were copies of the Institutional Self-Study distributed to members of the Board?

_____ No
_____ Yes
_____ Don't know

BOARD OF TRUSTEES
Don't know-I was not a Board of Trustees member at the time.

ITEM 18

Did the Board discuss either the Institutional Self-Study, or the Accreditation Visiting Team's Report?

_____ No
_____ Yes
_____ Don't know

BOARD OF TRUSTEES

Don't know-I was not a Board of Trustees member at the time.

Yes-Monthly reports.

Yes-We discussed the self-study but were not provided with the Team's report until I requested it.

No-Not presented to the Board by the President or person in charge of coordinating report - limited involvement throughout.

ITEM 19

Did you (president) recommend any changes as a result of the self-study or the accrediting team visit?

_____ No
_____ Yes
_____ No opinion

PRESIDENTS

Yes-Implemented several recommendations that we concurred with.

ITEM 20

How burdensome for your institution, in terms of fees, costs, time, and personnel allocations, has institutional (regional) accreditation been?

	None				A Great Deal	No opinion
How burdensome?	0	1	2	3	4	n/o

ITEM 21

In your view, what are the relative costs and benefits for your institution of institutional (regional) accreditation?

Costs greatly Exceed benefits			Benefits and costs about equal			Benefits greatly exceed costs		No opin
4	3	2	1	0	1	2	3	4	n/o

CHIEF ADMINISTRATIVE OFFICERS

2-Anything to improve the institution is welcomed, but institutional commitment at all levels is needed. Difficult to have everyone's input into views.

ITEM 22

Some possible changes in the accreditation visiting teams' composition are listed below. Please provide your view about the desirability of these changes.

Have the visiting team composed of professional evaluators who spend full-time in accreditation assessments.

Very Undesirable				Neither undesirable nor desirable			Very desirable		No opinion
4	3	2	1	0	1	2	3	4	n/o

CHIEF ADMINISTRATIVE OFFICERS

-4-"Professional evaluators" who are not on a campus are out of touch with reality.

FULL-TIME FACULTY

0-Need peer educators, some Native Americans.

-1-It depends on which of these categories and the weight they represent of the total team.

-2-Should use people also currently or previously involved in their own accreditation.

No answer-Not enough info to have an opinion.

No answer-Have some professional evaluators on the team.

-3-Undesirable unless they have many years of college teaching experience.

-2-They need to be "peer" reviewers familiar with the type of institution they are surveying.

CHIEF ADMINISTRATIVE OFFICERS

-3-Someone who is not in a school setting may lose sight of what the schools are all about.

ITEM 23

Some possible changes in the accreditation visiting teams' composition are listed below. Please provide your view about the desirability of these changes.

In addition to involving non-educators (Board members, students, alumni, advisory committee members) in the self-study process, have non-educators serve on the visiting teams to evaluate institutions.

Very Undesirable				Neither undesirable nor desirable			Very desirable		No opinion
4	3	2	1	0	1	2	3	4	n/o

FULL-TIME FACULTY

1-Some board members are good, others are hindering.

3-This would work particularly if the reviewers were knowledgeable about this college and its processes and the student population it serves (economic, social, educational ability level of students).

No opinion-Because the board/committees haven't attended college, it is hard for them to make good judgements.

-3-Non-educators should include tribal elders for TCUs.

CHIEF ADMINISTRATIVE OFFICERS

2-In areas of competency only. This depends. If the non-educators represent a vocational area and they only evaluate that area, it's fine. Otherwise, non-educators need too much time to become knowledgeable. Educational institutions don't operate like businesses.

-3-Non-educators such as fiscal personnel, registrars, etc. are okay to evaluate their respective areas. I would be against all others.

ITEM 24

Does the present method of accreditation work for your institution?

_____ **No**
_____ **Yes**
_____ **Don't know**

FULL-TIME FACULTY

No answer - It does not produce the positive, desired outcomes that they hope to achieve.

Yes-To a degree processes work as far as we allow them to work.

No-That is not so much because of the accreditation process as it is because of our institution.

Yes-I think so.

No-The findings from 7-8 years ago (1992ish) really haven't been implemented [AT ALL] and the NCA process doesn't seem to have the teeth to bring about necessary change.

Don't know-Only so-so

Yes-It works in the sense that the institution benefits from looking at itself, but change rarely occurs because of it.

Don't know-Yes and no. It keeps us on our toes, but any areas earmarked as needing improvement are dismissed as racial bias.

Don't know-We have had wonderful teams. However, they do need background knowledge about tribal institutions vs. mainstream institutions.

No answer-It could. We need more emphasis on its importance.

No-Kind of, in some circumstances yes, in some no.

Yes-We make it work.

Don't know-Faculty is little involved in this process.

Don't know-It certainly helps, but I don't know if it works completely.

No answer - It's okay.

CHIEF ADMINISTRATIVE OFFICERS

No answer-There are some programs of study we want to offer without general education courses, i.e., a cultural leadership program. It doesn't always fit with us.

Yes-The change in accreditation office leadership seems to have shifted. Consequently, the tribal college is getting harsher follow-up criteria to meet.

Yes-The self-study and evaluation visit work okay. The between-time hoops to add new programs, degrees, certificates, locations, and distance learning changes are overly restrictive.

Don't know-Some accreditation is okay, some accreditation not okay.

BOARD OF TRUSTEES

Yes-It allows us to understand our strengths and address our weaknesses.

Don't know-No in that because of the poor facilities in which we have to function we are continuously downgraded. Yet, in order to have prestige and acceptance, we must comply. Until we are given adequate funding through Congress, tribal funds, etc., this will remain unacceptable.

No-Tribal college governance and financial base are too dependent on other components but are a major concern in the present accreditation system. Tribal colleges have no tax base.

ITEM 25

Should the Indian colleges have their own accreditation association with accreditation standards developed by Indian people?

_____ **No**
_____ **Yes**
_____ **Don't know**

FULL-TIME FACULTY

No answer - While I believe this is very important and, at one time was of the opinion that this should be so, I now believe that it is extremely important to retain the NCA accreditation. Perhaps Indian people could be employed to develop more realistic standards to measure tribal colleges.

Yes-Yes, we are "sovereign nations." We should take the initiative.

No-I think Indian input is extremely important, but for the institution to be viewed as valid it is crucial that it be accredited by an association that accredits other NON-Indian institutions.

No-Maybe there should be a special section in the accreditation manual for addressing needs of special-interest institutions.

No-Too often I'm asked if [our college] is a "real" university as it is. The accreditation agencies are one way to combat this perception of TCUs as somehow less. They (TCUs) are accredited by the same groups that accredit State Universities, etc. TCUs must be able to demonstrate that they meet the same standards of education as other institutions or much of their value will be lost, especially among non-Indians.

Yes-For the time being I would suggest this body "advise" colleges and in some cases it might enhance a regional or state accreditation visit because it could be added to the school's pedagogy and assessment programs.

No-Because the other colleges probably wouldn't accept our credits. Indian people should have a voice in the accreditation standards.

No-But Indian people should have a reasonable, consistent, and respected input into the philosophy and standards within the accreditation process. For example, maybe some Indian ways, thought processes, and standards should have an impact upon the general accrediting process, and be incorporated significantly into the whole process.

No-There are representatives from Tribal Colleges on NCA. I feel there are too many political agendas to have a strictly Indian accreditation.

No-Because accreditation established by existing associations assures our students meet a standard nationwide. We already prepare our students to meet our own criteria as native people with Indian philosophy and goals. Accreditation with more universal application makes us cover areas that could be missed otherwise, resulting in graduates who cannot compete and function outside our institution.

No-Not yet

Don't know-I think that the accreditation process is very important. However, tribal institutions need to be actively involved in training team members. Also, in the development of an appropriate evaluation instrument.

No-Not yet, there should be both Indian and other input.

No-Not if they want to educate "their" people for integration into mainstream society. The standards must be equal. However, now that the standard is achieved, can be driven by native techniques.

No-Indian colleges need to drop the qualifier "Indian" and start becoming colleges like everyone else.

No-Please don't suggest this. Everyone must become equally responsible for education sometime!

No answer-Not if it is an additional task which entails crafting yet one more self-study. A nursing department already prepares for three separate accreditations. One more would not accomplish anything and would further impede our work.

Yes-But if this is done, it should not replace regional accreditation. It should address areas not addressed by regional.

No-Definitely not! The only valuable accreditation is that which goes across the entire spectrum of school types. The same for everyone, or else, the different accreditations will be considered unequal by outsiders.

Yes-Good idea - at least a portion of the process. This isn't as important as accrediting bodies recognizing the value of tribal college mission/goals variations.

Don't know-Need to evaluate it more.

Yes-We could have both. It would be great to have the Native American accreditation - especially to strengthen the culture and traditions of the tribe.

Don't know-Why not have both. We still need to use the established standards, including our standards--would only strengthen the accrediting process.

No-Not yet

No answer-I would alternate accreditation visits. Conventional accreditation visits alternate with Tribal College accreditations. Perhaps NCA could "joint venture" a tribal accreditation program.

Don't Know-Yes and No-There needs to be an accreditation process that considers the uniqueness of tribal colleges and encourages reformation efforts.

No-But there should be an Indian member of the accreditation team with tribal college teaching experience.

No answer-Only if this accreditation allowed courses to be transferred to colleges accredited in the normal process.

No-They probably would set the standards way too low!!

Don't know. Sounds good at first, but only if students can still transfer to other colleges.

CHIEF ADMINISTRATIVE OFFICERS

No-Although it would be nice to have one or two people from Native Colleges on the teams who visit Tribal Colleges.

No-Not enough expertise to do so and would weaken national acceptance.

Yes-If professional standards are developed, similar but may not be exacting in nature. Each school is different with different strengths and weaknesses. But some standards are necessary to assure adequate educational environments exist.

Yes-We have our way of knowing in the spirit of our ancestors.

Yes-However, they should not shortchange the education that the students need to transfer.

BOARD OF TRUSTEES

No-There would be many different standards because each college is unique in its own way.

Don't know-I think we should have a mixture of both. We as Indian people are well educated today and would serve as good candidates. The mixture would allow our input but the normal process keeps us in tact with education goals. The mixture would allow us to meet those standards of other non-tribal colleges. This will help us to keep our identities similar. For example, not an easy school to get accredited because students are same or similar.

Don't know-We are not responsible enough (yet) for this task. There is too much political unrest at our university.

PRESIDENTS

No-Maybe sometime in the future.

No answer-Not right now, maybe later.

Yes-But not to replace existing associations, rather to strengthen tribal colleges and their academic/other programs.

No-If we had the resources this would be fine, but our tribal college staff don't have the time.

ITEM 26

If Indian colleges should have their own accreditation association, should this Indian accreditation association replace the current regional accrediting bodies?

_____ **No**
_____ **Yes**
_____ **Don't know**

FULL-TIME FACULTY

No-It should work hand-in-hand with the current accreditation body.

No answer-I fear an Indian only accreditation process would weaken our acceptance in the non-Native community which would in turn have an effect on employability of our students.

No-I like the idea, but it would become too dependent upon "influence peddling" as many things already have on the our "rezz." I think it would be safest to retain the state or regional accrediting bodies.

Don't know-Partially--with accreditation reflecting regional, cultural differences.

No-Regional accrediting bodies do an excellent job of allowing Indian institutions to meet standards while ???????? special cultural beliefs and processes.

No-Be in addition to.

No-I feel that we should be working together.

No-Not replace, possibly amplify.

No-NCA is highly regarded and seems to be working for us.

No-In concert with regional accrediting bodies.

Yes-An Indian accreditation association could be phased in as the regional one is phased out.

CHIEF ADMINISTRATIVE OFFICERS

No answer-I think there should be a joint effort. We want our students to be able to transfer to accredited colleges and universities. I'd hate to see us not keep those requirements in mind.

Yes-Is it possible to replace the regional bodies?

No-A standard is a standard. If we had Indian standards then others should create their own (i.e., religious, vocational, community college, Black, Hispanic, academic transfer, etc.). There would be no standard and all would lose.

Maybe-If it were to happen, this association must be as restrictive and direct as the ?????, have the power to explore recommendations and be recognized as the authoritative body by all TCCs; no exemptions or exceptions to the standards, rules, or recommendations.

PRESIDENTS
No-they should be part of it.

No answer-In my opinion, the Indian accreditation agency would be positive, but should not be viewed as a replacement. It should function similar to specialized accreditation. It could accredit Native American programs at Indian and non-Indian colleges. Those not knowledgeable about accreditation may think of Indian accreditation as a second-class citizen.

BOARD OF TRUSTEES
No-It ought to be in addition to the current process to assure a native perspective in the overall curriculum studies.

Yes-AIHEC

Is there anything you would like to add regarding the accreditation process, or accreditation's impact on your institution?

FULL-TIME FACULTY
It takes too long.

I see the NCA visitation as a unique opportunity to open the books on some of the issues that have plagued us historically including "poor management" and poor distribution of financial resources. Without an external body to regulate the college, we'd slip even farther into a third-world management style. However, if NCA keeps giving blanket approval for 10 years at a time without requiring substantive change, we'll return to the comfortable or familiar ways of doing things.

I have spoken with upper administrators over a four-year period about terminating our relationship with NCA and joining other tribal colleges in forming our own Tribal Accreditation Association to honor Native American Educational Philosophies.

Problems with accreditation have to do with amount of resources available to the tribal colleges and their unique status in terms of funding and operation. TCs operate with little resources and are impacted significantly by Tribal governments. However, if the TCs are going to offer "Western Education," we should abide by their rules, especially for issues concerning transfer to four-year and building four-year success skills. How we do it should be the individual TC's choice. Without accreditation, no federal dollars, no transfer.

We have the same problems now that the NCA reported eight years ago.

I've been here since the beginning. Our first accrediting self-study and visits moved us light years in the direction of becoming a good academic institution.

Accreditation, as currently practiced, helps to stratify institutions and stifle creativity. Schools cannot effect real changes to meet the needs of the served population because of the very real fears of losing accreditation.

Personal contact with instructors should be longer.

Accreditation pushes us to excel. Someday it will be proper to self-accredit (Indian), but not now.

Generally favorable.

Ongoing self-assessment by teachers of their syllabi is still essential.

I would be interested in being a part of a committee to look at this concern more intently.

Indian colleges should have their own accreditation. This will allow all tribal colleges to be in compliance, as far as education goes, with one another. I mean, if we are in the same path of education at tribal college, we all should be helping each other along the path.

One must go through accreditation to really understand the process. Sometimes it is a headache and keeps persons from doing their jobs. Any program needs an evaluation.

Accreditation only has an impact if institutions embrace the process and use it ???? ???? own goal setting and assessment activities. Many Indian colleges treat accreditation like a hurdle to jump or a hoop through which to jump. That is a failing of the institution, not the accreditation process.

I would like to have the developmental math and English be accredited for this institution. The accreditation association is placing too much importance on upper level subjects.

I feel that separate accreditation standards would be nice, but keep the standards high and meet the needs of the Indian people.

The process is extremely stressful on faculty and adjunct personnel. How can it be made less traumatic? How can it be made into a positive experience rather than a negative one?

Accreditation is much needed for Indian Colleges to be recognized as an educational institution. It's too bad we couldn't be recognized as an educational institution by measuring the success of the students.

It's a big world, and Indian college graduates have to compete in that world.

Accreditation assures that the school's curriculum meets minimum standards of content, and that all schools teach the same things for the same credit. I don't see this here?

Accreditation provokes a lot of anxiety and work toward dotting I's and crossing T's. I appreciate the necessity of ensuring nationwide standards, but it's truly a pain.

Indian institutions are a result of the need for a different approach to learning for them. Yet, the standards that are set are for a traditional approach. The college eventually becomes mainstreamed in order to survive.

While it seems "a lot of work," it does stimulate certain efforts that are needed and allows (even requires) for the development of specific things.

We need regional teams of evaluators rather than national - or a mix of both types. Also, need more Native Americans as evaluators for Tribal College Assessment to understand cultural components better.

NCA has worked well for [our college]. Problems that have arisen can be resolved. Two accrediting processes would give validity and respect to our tribal colleges.

Pushing/putting out unqualified people into the workforce. Too many people learning the system and using it to their advantage. The colleges should be doing exactly what mainstream colleges are doing. We doing a very drastic disjustice [sic] to the students that are not getting the education they should be receiving.

At this college, accreditation is used by the administration to qualify for grant money, not to improve curriculum, etc. Please know that in the politically volatile atmosphere of a tribal college, faculty take considerable risk in participating in your survey of this important issue and ask especially that the stated confidentially be respected.

Visiting team members dismiss complaints or problems raised by Faculty, stating that it is in the nature of Faculty to complain about Administration. For this reason, I have little confidence in the process, and the system lacks credibility.

How and when is the accreditation process "self-studied"? Perhaps there should be a role reversal in which the colleges evaluate the accreditation goals, standards, and procedures.

Accreditation is an attempt at accountability, but it measures accountability in some very limited and narrow contexts. Innovation is actively discouraged by the accreditation process - conformity is enforced.

Indian colleges have to compete for students with other academic institutions. Also, graduates need to compete with graduates from other institutions for jobs on reservations.

NCA holds heavy weight over the legitimacy of our curriculum and institutional reputation. Should they weigh so heavy?

We received 10 years on last visit from NCA. We are on par with other NCA colleges.

The self-study for my college took many hours by a few faculty that had no release time or compensation. The findings of the self-study and consultation by the accrediting agency were misinterpreted by the V.P. resulting in unneeded work by all.

I believe it is much too easy to "fool" or deceive the accreditation team with a planned goat and pony show. If the team could show up unannounced and take a look, they may see a different perspective. I would be wary of separate (Indian) standards ("separate, but not equal") because the standards and expectations are already quite relaxed at most tribal colleges and this doesn't prepare the student adequately to transfer elsewhere or for the structure of the job world. It is too much a separate world or reality at these institutions.

CHIEF ADMINISTRATIVE OFFICERS

So many of the people we serve are adults who have not completed high school, are unemployed, and have deep fears of school. They have years of work to do before being ready for college math and English. We almost need a separate year or two of a accredited courses, that satisfies the requirement of federal financial aid and the Dept. of Ed. Vocational grant.

We managed to make great improvements in our library services doing the self-study. Accreditation also "forced" our institution into making much needed positive changes to benefit the students.

Tribal colleges are not adequately represented in Accreditation institutions. The goals of tribal colleges are misunderstood and possibly misrepresented. To fully embrace the tribal college, a mainstream college rep has to be free of turf protection issues, see the students, and embrace the cultural setting. Not all team members can do it, but people who have never been to a tribal college are most hampered in getting why TCs are so important.

Visiting teams for Indian colleges should have at least 1/3 to 1/2 of members come from other Indian colleges. Accreditation associations should not be involved with approval of new programs, certificates, or degrees if the college is already accredited at that level. If moving to a higher level (Associate to Bachelor's degree) then it is appropriate. Use of distance delivery systems (computer or satellite) should be handled by colleges, not accreditors. Without some form of accreditation, any observance of a standard(s) would be minimal. Everybody would tend to do their own thing. Sometimes current evaluators have many years of experience (i.e., librarians) who still believe in standards that existed 20-30 years ago (i.e., number of books, kind of references) rather than newer technologies (on-line access). There also appears to be some attempts to defend jobs (can't be as good if program delivered off a main campus or via technology).

We work in an environment of limited funds; therefore, limited staffing. The accreditation process in itself is too time consuming for entities like ourselves.

Tribal colleges are culture-based. Vocational education is important. Programs that build community economic development are important. Non-traditional values and programs take priority. Funding is only half state funding. Money issues are paramount to accreditation issues.

The current system is generally effective, but I would like to have a greater percentage of the visiting team be from tribal colleges and/or other minority institutions.

Accreditation is viewed as a good "thing". Standards may not be to our advantage for they sometimes miss the point of the tribal college. There is currently too much strife within AIHEC for a native accreditation process or organization to exist. Each college worries about "survival" vs. "quality educational development."

Less emphasis on degree for faculty and staff. More emphasis on skills for faculty and staff.

Historically everything that has happened to us has been imposed.

We always are told that we do not have enough resources to do certain things - like extending our campus to other reservations.

[Our college] has been very fortunate to have had Accreditation Teams which were very understanding and were able to listen to our story regarding our tribal college. They were able to make/understand any adjustments and/or modifications that were done within our college.

While evaluators are not familiar with Reservation schools and tribal colleges, we do need the regional accreditation for transfer credibility.

Accreditation review should be done or carried out by those most knowledgeable and therefore should include Indian people in a review of standards and application of those standards in evaluating tribal colleges.

The goals/objectives should reflect needs/development of the Indian people.

More sensitivity by accreditation teams of specific problems, obstacles, benefits of Tribal Colleges, and understanding of Res. politics that influence the selection of Board members.

The standards are applicable to tribal colleges. However, the accrediting association does not always understand tribal culture or politics. I would not want to see a tribal college accreditation association "water down" the standards!

The accreditation has helped develop credibility and keeps us on track.

Only two things drive the accreditation process: money from the sources you identify in your question 2; and, control of the transferability of credits (which you do not address). Having the ability to control those two things makes the Regional Accreditation Associations powerful clubs to which all must appeal for approval and sanction. Without that control, they are powerless, useless, and archaic.

The current system allows for considerable differences. The system allows each institution to set its own goals and measure success of those goals.

We set high standards. Northwest is helpful in assuring we do what we set out in Mission, Goals, and Objectives. Very helpful.

The process must be fair and accurate.

There is an urgent need for tribal colleges to institute their own regional accrediting body. We have an adequate number of peer reviewers who could serve as consultant-evaluators. I am convinced that they are capable of making evaluative judgements about tribal college governance, finance, students, physical plant, etc. I know this firsthand because of the length of time I have worked at a tribal college, but also I served as a consultant-evaluator for NCA for ten years.

I would advocate all tribal colleges meet NCA accreditation standards with no ands, ifs, or buts. It's important tribal colleges keep NCA in tact so that we can still compete with other universities, but offer our specialty of language, culture, and history courses - that's what makes us unique.

BOARD OF TRUSTEES

Politics interfere with our college growth and development. Tribal involvement needs to be minimal (one representative on an elected board) with an appointed advisory board.

The current process with NCA works, but it is in our interest to promote our own accrediting bodies as a part of the practice of sovereignty.

The accreditation process was a positive move for many [of our] students and the college itself. - the process went well. Many students can continue their four-year degrees or more.

Accreditation is a method (of several) of telling the students (consumer) the product meets certain standards. I see it as a measure of creditability for our institution.

The Board responsibility is to maintain the college's accreditation.

The team members that have come to [our college] have been sensitive to Indian way of life for the Rez.

The process is time-consuming, but it is worth it. It defines the weaknesses and strong points of the college and gives the college points to improve for the next visit.

Again, I have not been involved in this process with our college.

I have only experienced one so far. The team was pleasant and it went fine. They even encouraged more ideas for benefit of the college and students.

The Navajo Nation is in the process of establishing its own Department of Education.

Indian colleges should be on the same level as non-Indian colleges. In the past our college has done what needs to be done to get accreditation.

Our quality of education should not be less, but remain at highest standard.

Do it progressively and you'll be treated as such!! ????? and ????? will not do.

[Our college] and probably other Indian controlled colleges receive very little funding from the Feds and ????? (none from the state). Permanent funding is always a problem causing financial burden. In the long run, we will be rated by the NCA, the public, and others as second rate! We have a hard time keeping up with the rising cost!

Serve as guideline.

I feel that our "positive" accreditation impact has brought us into a circle of high standards. This has been advantageous to us, that we are able to secure grants and other benefits. Our wise use of these has brought us good things for our people.

We have to have accreditation to recognize the standards of schools in order for other colleges to accept our courses. This college is unique and people should know the situation. It is important that the college is run by our own people. We would like to see it stay this way.

Indian colleges' accreditation process should emphasize Indian history and culture.

There should be a tribal college accreditation group to assist and collaborate with when necessary. I attended a state NCA conference and found only two Native American higher education reps. Interaction with them gave me a lot of information.

As far as I know, there is insufficient effort to correct the points we were cited for in the accreditation team's report two years ago. I was told that someone was working on it, but have not received a report at any Board meeting. Our tribal colleges need to become more accountable to the people they serve.

It is a good process to review the strengths of the institution and to discuss processes to address the weaknesses. It does, however, take away or limit the concept of local control.

PRESIDENTS

It is my opinion that Tribal Colleges who have trouble with accrediting bodies are the ones that are doing poorly. Those of us who get good reviews don't see a need of another accrediting body.

I have found that the process is "good" for everyone involved in the institution. The criteria allows for flexibility. The granting of accreditation can be earned by providing proof that what the institution says it is doing is actually being done. The process allows for and recognizes strengths and weaknesses and a plan for improvement.

The process has been good. It has made us a better organized and focused organization.

The present accreditation process proves problematic in the area of native language courses in relation to the more traditional language course e.g., French, Spanish, German, Russian, and how these courses are taught for college-level credit.

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